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ABSTRACT

Summary reports on the organization and financing of vocational education in each state and territory are presented in this second of a four-volume report of a national study of vocational education systems and facilities. Information for each state and territory is organized as follows: state governance of vocational education (state agency/agencies with vocational education responsibilities, coordination between agencies, and organizational history); organization of vocational education delivery systems (institutions and services, regionalization and coverage, and administration); financing facilities and equipment for vocational education; and financing vocational education program operating costs. (The information contained in these profiles was compiled on the basis of interviews with state agency personnel and in the review of documentation and revisions secured from state agencies and other sources.) (Also available are the following related volumes: vol. I, Technical Report [CE 018 973], vol. III, Methodology Report [CE 018 975], and the Executive Summary [CE 018 972].) (JH)

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Volume II

State Vocational Education System Descriptions

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INTRODUCTION

The following document contains descriptive "profiles" of the vocational education governance, funding and delivery systems of the 56 States and Territories. The information contained in these profiles was compiled on the basis of interviews with State agency personnel (usually the State Directors of Vocational Education) and on extensive review of documentation secured from State agencies and from other sources. Drafts of individual profiles were sent to each State Director of Vocational Education for review and verification of content prior to finalization. Revisions provided by 50 States and Territories[1] have been incorporated in the profiles contained herein. Profiles from the remaining six (6) States and Territories[1] are included as prepared based on interview notes and reference documents.

The information contained in these profiles was originally obtained to supplement other aspects of this study and does not represent the product of an analysis of State vocational education systems *per se*. As a consequence the data and information contained in these profiles is limited with respect to content, timeliness, and scope of coverage. An understanding of these limitations is important to the use of these data and to a full understanding of the information presented -- especially with respect to the totality of each State vocational education system. These limitations are enumerated below.

1. Information contained in this report was secured in interviews conducted between May 1977 and February 1978. While some of the changes in State systems which have occurred subsequent to this time have been identified in followup contacts with individual State agencies, this information should be treated as representative of conditions as they existed at the time of initial interviews.

2. Information reported herein relates only to the public education system. No attempt was made to collect information relating to the role of private agencies - except where volunteered by respondents - or external agencies such as 1202 Commissions, Advisory Councils, etc. whose actions impact directly on State vocational education systems.

3. Institutions on which information was sought were limited to secondary and free-standing two-year postsecondary institutions identified as having facilities for five or more different vocational education programs. Specifically excluded from this study were private schools and four-year institutions (and non-free-standing branch campuses thereof) except where such institutions have been designated as area vocational schools.

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[1] No comments were received from: Hawaii, Delaware, District of Columbia, Guam, American Samoa, and Colorado.

Reported numbers of institutions are based on either:

- Numbers reported by State agencies; or,
- (Where exact numbers could not be provided by State agencies) an approximation based on responses to the local agency survey component of this study.

4. Fiscal information was sought on the provisions that apply to facilities and equipment and basic instructional costs only. No information was sought on provisions applicable to the expenditure of "set aside" funds or earmarked funds expended under the provision of parts other than Part B of the Vocational Education Act as amended.

5. While an attempt was made to provide comprehensive, parallel, information for all States, some of the information - particularly information relating to institutional regionalization and coverage and, in some instances, fiscal data - were either: not readily available, not easily accessible, or not easily convertible to the format required to meet the objectives of this study. The resulting gaps should not be interpreted as limitations on the operations of State agencies but, rather, represent limitations on the data acquisition efforts undertaken and the limited significance of such data to the central objectives of this study.

1. ALABAMA

State Governance of Vocational Education

State Agency(ies) with Vocational Education Responsibilities

Secondary level vocational educational programs in Alabama offered in comprehensive high schools and Area Vocational Centers are under the aegis of the Division of Vocational Education in the State Department of Education. Postsecondary vocational-technical education programs provided in technical, junior, and community colleges are governed by the Division of Postsecondary and Continuing Education; while industrial arts and vocational guidance and counseling are in the Division of Instruction. The Division of Vocational Education, the Division of Instruction, and the Division of Postsecondary and Continuing Education all report to the State Board of Education which serves as the State Board for Vocational Education.

Coordination Between State Agencies

Because the Division of Vocational Education and the Division of Postsecondary and Continuing Education both report to the State Board of Education, no formal program has been developed for the interagency coordination of program planning and development. By State Board policy, the Division of Vocational Education has primary responsibility for vocational education program planning and development at all levels.

Organizational History

Prior to 1975, vocational education programs were under the Division of Vocational Education. In 1975, the separate Division of Postsecondary and Continuing Education was created by action of the State Board of Education.

Organization of Vocational Education Delivery System

Institutions and Services*

Institutions: Vocational and technical education in Alabama is offered in:

- Fifteen (15) comprehensive high schools having facilities for five or more different programs in vocational education;
- Eighty-two (82) Area Vocational Centers;
- Twenty (20) technical colleges and technical institutes;

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*See "Introduction."

- Twenty (20) junior colleges; and

- Five (5) community colleges (each of which has an academic college division and a technical division under a unified administrative structure).

Services: Each of the 82 Area Vocational Centers provide vocational education to both secondary and adult students. All Area Vocational Centers offer evening programs and adult vocational education.

Alabama's technical colleges offer certificate and diploma programs and the degree of "Associate in Applied Technology." Community and junior colleges offer an "Associate in Applied Science" degree in vocational or technical education programs.

Enabling legislation for Alabama's system of "trade schools" and its system of "junior colleges" was enacted simultaneously in 1963 with specific provisions to provide for the development of two separate two-year postsecondary educational systems. Statutes do not differentiate between trade schools and junior colleges except to define a trade school as "an educational institution offering instruction primarily in useful trades, occupations, or vocational skills," and a junior college as "an educational institution offering education in the arts and sciences on the level of difficulty of the first two years above high school level." It may be inferred that these definitions are mutually exclusive and that, therefore, the junior colleges are not comprehensive institutions. The majority of Alabama's postsecondary programs in vocational-technical education are offered in the State's technical colleges and technical institutes.

Regionalization and Coverage

Comprehensive High Schools: At the secondary level, 15 of Alabama's 127 high school systems are served by a comprehensive high school having facilities for five or more different programs in vocational education. These school systems encompass ten (10) percent of the population of the State of Alabama.

Area Vocational Centers: Shared-time vocational education programs in Area Vocational Centers serve students in up to three school systems. Area vocational centers were first established in the northern two-thirds of the State where funds from the Appalachian Regional Commission have enabled the State to provide for the substantial expansion of the Area Vocational Center system.

Community and Junior Colleges, Technical Colleges and Technical Institutes: At the postsecondary level, Alabama's technical colleges, technical institutes and junior/community colleges are all operated as State education institutions providing general and vocational education programs to students throughout the State. For purposes of regionalization and coverage, the State technical college and technical institute system and the State junior and community college system have each been "regionalized" by "service area" defined in terms of transportation areas. While these regions, (21 for the State technical college and technical institute system and 18 for the State junior and community college system) are not coterminous, each has been established to make educational programs of the appropriate type available within a reasonable commuting distance of students throughout the State.

Administration

Comprehensive High Schools and Area Vocational Centers: Alabama's comprehensive high schools and Area Vocational Centers are each administered by individual school systems (either city school systems or county school systems) which have independent taxing and bonding authority.

Area Vocational Centers provide services to two or more school systems through contract arrangements between systems. These arrangements are administered jointly by an ad hoc committee made up of the superintendent and members of the boards of education of the participating systems. Area Vocational Centers serving two or more systems do not exist as independent legal entities and do not have the independent authority to tax or to bond for construction projects. Such Area Vocational Centers are generally constructed by one of the participating school systems which holds the title to the facilities. (Area Vocational Centers may be financed jointly by two or more school systems under a joint agreement but only one school system may own such facilities.) The "owning" school system serves as a fiscal agent for the Area Vocational Center.

Community and Junior Colleges, Technical Colleges and Technical Institutes: All postsecondary institutions, including State technical colleges, technical institutes, junior colleges, and community colleges, are administered by a local president who reports directly to the State Department of Education. As State owned and operated institutions these schools have no independent taxing and bonding authority; however, counties may levy taxes to support the operation of these institutions.

Financing Facilities and Equipment for Vocational Education

Facilities for vocational education in secondary and postsecondary institutions are financed with funds secured from the Vocational Education Act, Appalachian Regional Commission, State bond issues, special State appropriations and, in the case of secondary schools and Area Vocational Centers, local revenues.

Vocational Education Act funds for the construction of and equipment acquisition in vocational facilities are allocated on the basis of the priority of individual projects and the local ability to pay. No specific provisions exist for the allocation of these funds.

Appalachian Regional Commission (ARC) funds are used to provide up to 50 percent of the net cost of vocational education facilities projects. The total amount of ARC funds used in an individual project depends on the availability of the funds.

State funds committed to new construction projects in postsecondary institutions are derived from special legislative appropriations which are authorized on a project by project basis. State bond funds were initially used for vocational school construction projects. However, this program was terminated in 1969 in favor of the program of special legislative appropriations.

The approval of new construction projects is predicated on the availability of projected operating revenues; construction projects are frequently delayed when it is determined that inadequate State revenues will be made available to operate the facility effectively.

Where local agencies provide a share of construction funds, bonding is permitted. However, most school systems have reached their bonding limit and cannot use this source of funding.

Financing Vocational Education Program Operating Costs

Comprehensive High Schools and Area Vocational Centers: Vocational education programs in secondary schools are supported in part by both general education funds provided through the States' Minimum Foundation Program and State vocational education funds as well as funds from the Vocational Education Act and local revenues.

State vocational education funds and funds from the Vocational Education Act, which are allocated by formula to local education agencies, may be used to reimburse up to 100 percent of the instructional and administrative costs of instructional programs in approved vocational education programs. Vocational Education Act funds, and State vocational education funds, are allocated directly to individual school systems and may be expended on vocational education programs in either comprehensive high schools or Area Vocational Centers.

Community and Junior Colleges, Technical Colleges and Technical Institutes: Vocational education programs in postsecondary institutions are funded with State vocational education funds (appropriated by line item in the State budget), Vocational Education Act postsecondary set-aside funds, and tuition. Vocational Education Act funds are allocated to individual institutions by formula as specified in the State Plan.

Overall, vocational education programs in postsecondary institutions are funded approximately 85 percent from State sources, three percent from the Vocational Education Act and 12 percent from tuition.

2. ALASKA

State Governance of Vocational Education

State Agency(ies) with Vocational Education Responsibilities

Vocational education at the secondary level in Alaska is administered by the Division of Career and Vocational Education in the Educational Program Support Division of the State Department of Education. Vocational education at the postsecondary level is administered under the community college system which operates under the Board of Regents of Higher Education. Also, postsecondary and adult vocational education is provided through the union apprenticeship programs, the Alaska Skill Center, and other private institutions.

The State Board of Education serves as the State Board for Vocational Education.

Coordination Between State Agencies

No formal agreement exists for the coordination of vocational (and/or general) educational programs at the secondary and postsecondary levels. However, the close proximity of the offices of the career vocational education unit and the adult and continuing education unit provides for an effective informal relationship between the two. Also, there is a close working relationship with the Manpower Service Council and the CETA division, all within the Department of Community and Regional Affairs.

Organizational History

Until 1975, vocational education was a separate operating division within the Department of Education but was reorganized so as to be integrated into the total educational system. In August of 1977, career education was incorporated into the State's policy/philosophy of vocational education.

Organization of Vocational Education Delivery System

Institutions and Services*

Institutions: Vocational education in Alaska is provided in:

- Two (2) comprehensive high schools;
- Two (2) career centers;

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*See "Introduction."

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- Ten (10) community colleges; and
- One (1) skill center.

Services: Comprehensive high schools serve only high school students.

Only Alaska's community colleges and the Alaska Skill Center offer State-funded programs in adult vocational education.

Community colleges are the only institutions authorized to offer postsecondary associate degree programs.

Both of the career centers and the Alaska Skill Center provide vocational education on a part-time (shared-time) basis to high school students.

Alaska has no provision for an articulated program of instruction involving the secondary and postsecondary educational systems.

Regionalization and Coverage

Comprehensive High Schools: Alaska's great size and sparse population densities have given rise to the development of several types of educational governance units. In 1964, the State formed independent school districts in the large population areas. The State Department of Education was responsible for the remainder of the State. In 1975, the State was reorganized into a decentralized system of twenty-one (21) Regional Educational Attendance Areas. Legislation which brought about this reorganization provided for the locally elected school boards, and the State Board of Education now delegates as much responsibility as possible to these agencies.

Career Centers: Anchorage and Fairbanks are the two school systems which operate career centers serving students throughout each city.

Community Colleges: Alaska's community colleges operate as a State administered system. Each community college has a "service area" but can provide Statewide services.

Administration

Comprehensive High Schools and Career Centers: Vocational education in secondary schools and the career centers of Anchorage and Fairbanks are administered by the regular borough, first-class city, and Regional Education Attendance Area school districts. Both the borough and first class school district have bonding and taxing authority.

The Regional Education Attendance Areas have no such authority but are supported as State educational units.

Community Colleges: The community college system of Alaska was established under the authority of the University of Alaska which, in turn, is under the administrative authority of the State Board of Regents. The community colleges, however, are operated as a system which is semi-autonomous from the University of Alaska and is coordinated by a Statewide instructional council composed of three regional provosts and the president and vice president of the community college system. The Statewide instructional council is a coordinating body which reports to the president of the University of Alaska. At the present time, consideration is being given to the creation of a community college system apart from the University of Alaska.

Skill Center: The Alaska Skill Center is administered directly by the division of adult and continuing education under the State Board of Education.

Financing Facilities and Equipment for Vocational Education

Comprehensive High Schools and Career Centers: All educational facilities in Regional Education Attendance Areas which are administered under the authority of the State Department of Education are funded 100 percent with State funds secured through a Statewide bond referendum. Borough and first class city school districts which have independent local taxing and bonding authority are financed with a combination of State and local funds. State funds from the Statewide referendum are used to reimburse up to 50 percent of the cost of a construction and equipment acquisition project.

No Vocational Education Act funds are used in the construction of educational institutions in Alaska.

Community Colleges: Facilities for community colleges are also funded 100 percent with State funds.

Financing Vocational Education Program Operating Costs

The educational system of Alaska is essentially a State supported system with State funds used to pay 100 percent of the cost of educational programs in Regional Education Attendance Areas and 95-97 percent of vocational education programs in boroughs and first class cities. The remaining vocational education program costs in first class cities and boroughs are paid from local taxes or Federal Vocational Education Act funds.

Alaska's educational finance plan is based on a basic unit reimbursement of $27,500 per instructional unit (with the provision of payment of up to 155 percent of this amount for programs in remote geographic areas).

Vocational education funds are used to supplement this basic grant to encourage the development of vocational education programs. However, no specific provisions exist for the differential funding of different programs of vocational education.

Inasmuch as the educational system of Alaska is a State financed program of education, and in many areas of the State, a State administered program, many of the factors included in the formula for the allocation of Federal Vocational Education Act funds do not apply to Alaska's educational system.

3. ARIZONA

State Governance of Vocational Education

State Agency(ies) with Vocational Education Responsibilities

Vocational education in secondary schools in Arizona is under the authority of the Division of Career and Vocational Education in the Arizona Department of Education; while postsecondary programs in vocational education are provided by community colleges operated under the authority of the State Board of Directors of Community Colleges of Arizona.

The State Board of Education is the designated State Board for Vocational Education.

Coordination Between State Agencies

Vocational education programs in secondary and postsecondary institutions are coordinated through several legislative and policy provisions.

By statute, both the Superintendent of Public Instruction and the Associate Superintendent for Career and Vocational Education serve as ex-officio members of the State Community College Board.

In addition, some members of Arizona's educational governing Boards, the State Board of Education, the Community College Board, and the Board of Regents (for higher education), have appointments to two or more Boards, a provision intended to bring about close interaction among agencies.

Interaction among agencies is also brought about by the attendance of the Associate Director of Educational Services of the Community College Board at all monthly meetings of the Division of Career and Vocational Education.

The Division of Career and Vocational Education also has a liaison person assigned to work with the Community College Board to maintain the on-going program coordination.

Organizational History

Prior to 1968, the Division of Career and Vocational Education existed as a separate Department of Vocational Education. By legislative action this Department was merged with the State Office of Education and became the Division of Vocational Education in the newly created State Department of Education. Career education was added to the responsibilities of the Division of Vocational Education in 1972 leading to the change of title to Division of Career and Vocational Education.

Until 1961, junior colleges in Arizona were established and administered by local education agencies operating under the authority of the Arizona

Department of Education. The independent junior (later, community) college system was established by legislative action in 1960.

Organization of Vocational Education Delivery System

Institutions and Services*

Institutions: Vocational education in Arizona is provided in:

- Twenty-one (21) comprehensive high schools having facilities for five or more different programs in vocational education; and
- Nine (9) community college districts administering 14 colleges with 22 campuses and 10 skill centers and 379 off-campus locations.

Three community colleges offer programs of vocational education to secondary school students under contract to high schools, generally in smaller rural districts which cannot afford to offer their own programs of vocational education.

Services: High schools in Arizona provide no postsecondary programs in vocational education and offer only limited adult vocational education programs. (Most adult vocational education programs are offered by community colleges, although some use vocational education facilities in high schools.)

Arizona's community colleges, all of which are designated as area vocational centers (thereby eliminating the existence of a dual vocational education delivery system serving postsecondary students) offer both associate degree and certificate programs.

Regionalization and Coverage

Comprehensive High Schools: Arizona has no formal provision for the regionalization of vocational education at the secondary level except insofar as students from one high school in a unified school district may attend another high school on a part-time basis for vocational education programs. High schools having facilities for five or more vocational education programs serve approximately 37 percent of the high school students in Arizona.

Community Colleges: Community college districts are organized on a county basis. While only 9 of Arizona's 14 counties are sponsoring counties for community college districts, the five counties not having community college districts are served by the community colleges of nearby counties through

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*See "Introduction."

"linkages" determined by the State Community College Board. This provision insures that all counties in the State are included in a community college service area.

General: For general purpose planning, Arizona is divided into 12 vocational education regions and twelve metropolitan districts. Each of these regions/ districts has a vocational education coordinator or local director responsible for the development of vocational education programs. These 24 directors/ coordinators meet monthly with the Division of Career and Vocational Education Staff and on at least an annual basis with the occupational deans of the community college system to develop coordinated programs of vocational education within each region.

Administration

Comprehensive High Schools: All high school vocational education programs are administered by the board of education of the regular secondary school districts. Each of these agencies has independent taxing and bonding authority.

Community Colleges: Originally, community colleges in Arizona were established as locally owned and financed institutions operated by local education agencies. The creation of the State system of community colleges in 1961 provided for all existing community (junior) colleges to be integrated into the new State system with the State assuming the debt obligations of the existing institutions when they became part of the State system.

Community college districts are each regulated by a local board which has responsibility for the operation of the institution under the policies established by the State Community College Board. Community college districts are legally constituted entities having independent taxing and bonding authority.

Financing Facilities and Equipment for Vocational Education

Comprehensive High Schools: Because of the relatively limited availability of funds for vocational education, Arizona has taken the position of not allocating State and Federal funds for construction. Therefore, facilities for both general and vocational education in general/comprehensive high schools are generally funded 100 percent with local funds. Provision does exist for the use of State funds for facilities construction under special conditions, but, such funds have not been used for vocational education facilities.

(Some Vocational Education Act funds were used for facilities construction on a one-time basis in 1972.)

Equipment for vocational education programs in high schools is financed from a combination of Federal funds, State funds, and local funds. From 1963 through 1968 approximately 75 percent of equipment costs for vocational education were paid with Vocational Education Act funds. This percentage has been declining annually as responsibility for vocational education programs has been shifted to the local education agencies. Presently, between 5 and 10 percent comes from the State funds and the remaining cost from local revenues.

Community Colleges: Facilities for community colleges are generally funded 100 percent with local funds. However, there is a provision for community colleges to receive a one-time State appropriation of $500,000 for each new campus. These funds are appropriated at the time the institution, or construction project, is approved by the State Community College Board.

In addition, as a part of the general support program for community colleges, the State provides an allocation of $135 per full-time equivalent student which may be used for capital outlay (equipment and/or facilities) or for the retirement of bonds.

While community colleges are constructed with local revenues, the institutions become a part of the State system and ownership of the facility is transferred to the State.

Financing Vocational Education Program Operating Costs

Comprehensive High Schools: Vocational education programs in secondary schools are funded with a combination of Federal Vocational Education funds, State general education revenues*, and local funds. Approximately 25 percent of the total cost of vocational education programs is derived from the Vocational Education Act, 15 percent from State general education revenues, and 60 percent from local funds.

State education funds are allocated to school districts for both general and vocational education programs based on a fixed (Statewide) allocation per classroom unit (i.e., 24 high school students in average daily membership). The classroom unit State basic aid rate is determined annually by legislative appropriations.

Vocational Education Act funds are allocated to school districts in two steps. The first step involves the computation of the county entitlement based on the formula specified in the State Plan; the second step in the allocation process provides for the distribution of county entitlements to school districts within each county. This distribution is based on the same formula used in calculating the county entitlement. (All high school districts are entitled to a minimum grant of $500 per vocational class up to a maximum of $3,000 for a school qualifying for an entitlement of less than $3,000.)

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*"General education" funds in the legislative appropriations for education may be used by local districts for vocational education along with special/vocational education State funds appropriated to the Arizona Department of Education.

Vocational education programs provided to secondary school students by community colleges are funded under the general provisions which apply to all secondary schools. Such students are not counted as enrollments in community college students for purposes of computing reimbursements to these institutions.

Community Colleges: Vocational education programs in community colleges are funded with Federal vocational education funds and State vocational education funds (approximately 20 percent from each source), State general education funds (40%), local funds (40%), and tuitions and fees. The same formula used to compute county entitlements for secondary schools is used to determine community college entitlements.

Since community colleges are operated by independent local school districts, tuition is established locally and retained by the institutions. Tuition differentials exist for in-district and out-of-district students served by vocational education programs.

State aid to community colleges for both general and vocational education students is based on full-time equivalent students. Reimbursement rates for community colleges are established at $680 per FTE for the first 1,000 FTE students and $440 per FTE student thereafter. Reimbursements for vocational education programs are computed at a rate of 40 percent greater than the reimbursement rate for a regular education program, or an additional $272 and $176 respectively.

4. ARKANSAS

State Governance of Vocational Education

State Agency(ies) with Vocational Education Responsibilities

State agency responsibility for all vocational education programs in the secondary schools and postsecondary Area Vocational Schools of Arkansas is vested in the Division of Vocational Education in the Arkansas Department of Education. The Department of Education reports to the State Board of Education which serves as the State Board for Vocational Education.

(Arkansas also has a system of community colleges reporting to the State Community Junior College Board which is constituted from the Commission on Coordination of Higher Education Finance. However, these institutions offer few programs in occupational education and do not constitute a significant component of the vocational education system of the State of Arkansas.)

Coordination Between State Agencies

In 1975, the Arkansas legislature established a "coordinating committee" made up of representatives from both the Department of Education and the Department of Higher Education responsible for coordinating program development so as to avoid duplication of programs in postsecondary institutions administered by these two agencies.

Organizational History

Prior to 1965, when the State Community Junior College Board was created as the State agency for two-year postsecondary institutions, postsecondary educational programs were administered by local education agencies operating in accordance with policies established by the State Board of Education.

Organization of Vocational Education Delivery System

Institutions and Services*

Institutions: Vocational education in Arkansas is provided in:

- Thirty-four (34) comprehensive high schools having facilities for five or more different programs in vocational education;

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*See "Introduction."

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- Nine (9) "Area High School Centers" (one of which operates as a comprehensive high school and eight of which operate shared-time programs) providing areawide services in vocational education skill development on a shared-time basis to surrounding school districts;

- Twenty-three (23) State postsecondary Area Vocational Schools; and

- Six (6) community colleges.

Two of the regular high school districts have also developed programs of vocational education involving the exchange of students between the two school systems. A program of secondary vocational education is also provided through mobile units operated by: a community college; a postsecondary vocational school; and two consortia of regular school districts, each of which involve four school districts.

Services: Secondary school systems in Arkansas, both regular comprehensive high schools and "Area High School Centers," provide instruction in vocational education to secondary school students only.

Arkansas' Area Vocational Schools offer only certificate and diploma programs and adult vocational education programs but do not offer associate degree programs in vocational education. Thirteen of Arkansas' 23 postsecondary Area Vocational Schools also provide vocational education to high school students on a shared-time basis.

Adult vocational education programs offered in the Area Vocational Schools and in comprehensive high schools are all administered by the State's postsecondary area vocational schools.

At present, no formal Statewide program of articulation between secondary and postsecondary institutions or between the two systems serving postsecondary students has been developed, although advanced placement credit may be awarded by an individual institution. Students completing a vocational education program in an Area Vocational School may receive credit towards an associate degree in Arkansas institutions of higher education but no credit is awarded toward a bachelor of science degree.

No provision exists for community colleges to award associate degree credit for the completion of courses in an area vocational center. However, some students do enroll jointly in an Area Vocational School and a community college and receive credit for courses taken at the Area Vocational School. Four of Arkansas' six community colleges now participate in a program of joint enrollment with Area Vocational Schools.

Regionalization and Coverage

Comprehensive High Schools: Of Arkansas' 385 school districts, approximately 322 offer some program in vocational education. Nine (9) percent of Arkansas'

386 high schools have facilities for five or more different programs of instruction in vocational education.

Area High School Centers: Arkansas' nine "Area High School Centers" which provide vocational education on a shared-time basis do not function as formal "regional" vocational schools in the sense that the term is generally used, but do make vocational education programs available to surrounding school districts. (Designation of a school district to operate an Area High School Center is, however, predicated on the commitment of 75 percent of the school districts in a 25 mile radius to participate in the program.)

At present, 67 high schools, seventeen (17) percent of all high schools, participate in vocational education programs offered in these nine Area High School Centers. (The State Board of Education has placed a moratorium on State funding of the expansion of existing "Area High School Centers or the designation of new Area High School Centers" pending an evaluation of the effectiveness of this program in providing vocational education at the secondary level.)

Area Vocational Schools: Arkansas' 23 Area Vocational Schools are State operated institutions and, as such, serve students on a Statewide basis. However, the system of postsecondary area vocational schools was developed based on the intention that each institution would provide vocational education to students within a 50 mile radius.

Community Colleges: Arkansas' community colleges are organized as "local" institutions for purposes of administration and fiscal support. However, admission to all institutions is open to students on a Statewide basis.

General: Arkansas legislation makes provision for the creation of "joint vocational schools" administered jointly by two or more school districts and providing vocational education to secondary school students on a regional basis. However, no such institutions have been created.

Arkansas has no system of regionalized planning districts or agencies for education.

Administration

Comprehensive High Schools: All secondary institutions offering vocational education are administered independently by the boards of education of a regular school district -- each of which has independent taxing and bonding authority.

Area High School Centers: The nine Area High School Centers which provide vocational education on a shared-time basis to students from participating school districts are operated on the "host school" concept. Each Area High School Center is operated independently by the boards of education of each of the "sponsoring" districts which, like all school districts, have independent taxing and bonding authority within their own school districts.

While there is no specific provision for the direct participation of the participating school system in the planning and administration of vocational education programs in the Area High School Centers, some provision generally exists for the informal representation of the participating school districts in the development of vocational education programs offered on a shared-time basis in these institutions. The form in which such participation occurs is, however, developed as a result of local option. No specific requirements for such participation are defined by the Division of Vocational Education.

Area Vocational Schools: Arkansas' Area Vocational Schools are administered by a local director under guidelines established by the Division of Vocational Education. No provision exists for local governing authorities for these institutions, although all institutions have local advisory committees with representation from the communities and/or school systems served.

Community Colleges: Community colleges in Arkansas were initially established by local education agencies and administered by the local boards of education. With the creation of the State's community college "system," control of these institutions was vested in a locally elected governing board, each of which has taxing and bonding authority. In recent years, however, these institutions have increasingly come under the control of the State by virtue of their increasing reliance on State support.

Financing Facilities and Equipment for Vocational Education

Comprehensive High Schools: The construction of vocational education facilities and the acquisition of equipment for vocational education in regular comprehensive high schools are funded 100 percent with local funds. In Arkansas, no provisions exist for the participation of the State in the construction or the acquisition of initial capital equipment for general education facilities. Provision does, however, exist for State participation in the replacement of equipment through a State allocation of a minimum of $1,000 per teaching unit appropriated annually from State vocational education grants and aid funds.

Area High School Centers: Facilities and equipment in Area High School Centers are funded with State and local funds provided on an approximately 50-50 matching basis. The local share of the construction and equipment cost of an Area High School Center is paid 100 percent by the sponsoring school district only. No provision exists for the joint participation of other school districts whose students may participate in this program in the funding of facilities construction and equipment acquisition. For Area High School Center construction projects, the sponsoring school district is required to bond only in the amount of its share of the total construction project.

State funds for facilities and equipment in area high school centers are provided from the general State vocational education funds, i.e., are not generally authorized by the legislature as line item capital funds. However, two of the Area High School Centers did receive State construction funds through special State legislative appropriations.

Area Vocational Schools: Facilities construction and equipment acquisition for Area Vocational Schools is generally funded 100 percent with State funds secured through legislative appropriations. Prior to 1967, however, Federal Vocational Education Act funds were used to provide 50 percent of the costs of construction and equipment acquisition; and Economic Development Act funds have been used to fund up to 80 percent of the cost of construction and equipment acquisition in five of the Area Vocational Schools. Replacement of equipment in Area Vocational Schools is funded 100 percent with State funds appropriated from general revenues.

Community Colleges: As in the case of regular comprehensive high schools, 100 percent of the cost of facilities and equipment for community colleges is generally paid with local revenues, although vocational education facilities in some community colleges have been funded up to 50 percent with Vocational Education Act funds.

The replacement of initial equipment for vocational education in community colleges is considered an operating expense and is supported with State funds under the provisions described in the following topic.

Financing Vocational Education Program Operating Costs

Comprehensive High Schools: Vocational education programs in comprehensive high schools are funded with the combination of local, State and Federal Vocational Education Act funds. Approximately 15 percent of the costs of the vocational education programs of these institutions is funded with Federal Vocational Education Act funds, 35 percent with State vocational education funds, and 50 percent with local funds. The 50 percent State and Federal contribution to the cost of vocational education programs in comprehensive high schools is required by State law. However, the local funds used to match the State and Federal contribution are a combination of local funds and general State education aid (which is allocated to school districts by formula based on teaching units.) Thus, State general education funds are also indirectly used to support the cost of vocational education programs in regular high schools.

Area High School Centers: Vocational education programs in Area High School Centers are funded with a combination of local, State and Federal Vocational Education Act funds. Federal funds account for approximately 25 percent of the cost of vocational education programs while State vocational education funds account for 45 percent of the costs of these programs. The remaining cost of vocational education programs in Area High School Centers is shared by the sponsoring school districts and participating school districts through the following procedures.

High schools participating in the vocational education program offered in the Area High School Center pay $100 per student per year toward the cost of the vocational education program, while the State reimburses the sponsoring school district for 50 percent of the vocational teachers' salaries (as in the regular high schools).

The remaining per pupil costs of the vocational education program operating costs of Area High School Centers are paid with a combination of State and Federal funds *for students from participating school districts*. Prior to 1977, the share of the operating cost of vocational education programs paid by the sponsoring school district *for its own students* was limited to $300 per student, with State and Federal funds paying all costs in excess of this sum. However, in 1977, the State Board of Education implemented a policy requiring the sponsoring district to pay the entire net cost for its own students. (The provision for the State to pay 100 percent of the cost above $300 continues to be applied to any sponsoring district during the first two years of its operation.)

Area Vocational Schools: The operation of Area Vocational Schools is financed primarily with State and Federal vocational education funds plus tuition -- which accounts for only approximately one-half of 1 percent of the operating costs of these institutions. State funds, which account for approximately 85 percent of the operating costs of Area Vocational Schools, are appropriated to the system as a whole and allocated to individual institutions on the basis of the total numbers of students and teachers. Federal Vocational Education Act funds are allocated to Area Vocational Schools on the basis of both: (a) the formula specified in the State Plan; and (b) the relative total cost of operating individual institutions (i.e., institutions with larger operating budgets will receive a larger proprtion of Federal funds than institutions receiving the same "rating" based on the formula specified in the State Plan but having a smaller operating budget.)

Adult vocational education programs, all of which are operated by and funded through the Area Vocational Schools, are funded 100 percent with State and Federal funds up to a maximum of $7.50 per instructional hour. This figure is, however, based on a maximum of $5.00 per contact hour but makes an indirect allowance for one-half hour of "paid" preparation time per contact hour.

Community Colleges: All "credit" vocational educational programs in community colleges are financed with State higher education funds plus tuition. No State or Federal vocational education funds are used to support vocational education programs in community colleges.

5. CALIFORNIA

State Governance of Vocational Education

State Agency(ies) with Vocational Education Responsibilities

Vocational education in the secondary school systems of California is the responsibility of the Vocational Education Unit of the California State Department of Education. The State Department of Education is under the State Board of Education which serves as the State Board of Vocational-Technical Education.

Postsecondary programs of vocational education offered in California's community colleges are administered by the Board of Governors of the California Community College System.

Coordination Between State Agencies

Vocational education program development in secondary and postsecondary institutions is coordinated within both the public education system and between the public education system and other agencies responsible for training and human resource development through two organizations:

- A Joint Committee on Vocational Education, composed of members of the State Board of Education and the Board of Governors of Community Colleges, which is responsible for coordinating planning for vocational education in secondary and postsecondary institutions.

- A planning group composed of representatives in the California manpower information system (California occupational system), Division of Academic Affairs and Family Planning, Division of Administration, Division of Analytical Studies, and Division of Governmental Affairs, whose function is to promote information sharing and the dissemination of planning activities undertaken within each of the represented agencies.

Organizational History

Prior to 1967, the California State Board of Education and the State Department of Education had responsibility for all educational programs from kindergarten through grade 14. In 1967, the Board of Governors for Community Colleges and the Office of Chancellor of the Community College System was created by the State legislature. At this time, most vocational education programs offered in grades 13 and 14 of the educational programs of regular school districts were assigned to the community college systems.

Prior to 1967, the Vocational Education Unit existed as a separate Division of Vocational Education with the State Department of Education. In 1967, by action of the State Board of Education, the State Department of Education was reorganized and the functions of the Division of Vocational Education were integrated into the Instructional Division. The Vocational Education Unit was then established as the administrative center for vocational education program funding.

Organization of Vocational Education Delivery System

Institutions and Services*

Institutions: Vocational education programs in California are provided in:

- Approximately six-hundred and twenty-three (623)* comprehensive high schools having facilities for five or more different programs in vocational education;
- Nine (9) Regional Occupational Centers providing vocational education to secondary students on a shared-time basis within fixed service areas; and
- Seventy (70) community college districts - 13 of which are multi-campus districts -- comprising a total of 104 campuses.

California also has a system of sixty-four (64) Regional Occupational Programs (ROP's) which are centrally administered multi-institution programs providing for the delivery of vocational education services on a part-time basis to students from multiple high schools within a Regional Occupational Program area and which use facilities in multiple high schools participating in the Regional Occupational Program and community based facilities to make vocational education programs broadly available to students whose own high schools have limited (or no) vocational education offerings.

In addition California has a system of adult schools and "continuation" schools (special schools intended to provide educational services to young offenders, dropouts, problem students, and other students who cannot effectively be served by the regular educational system) administered by regular school districts and offering vocational education programs.

Services: California's comprehensive high schools and Regional Occupational Centers and Programs provide vocational education at the secondary level and provide postsecondary instruction under contract to community colleges and/or private postsecondary schools.

Regional Occupational Centers may offer diplomas, and both Regional Occupational Centers and Programs offer certificates. All credit for the completion of work in Regional Occupational Centers is awarded by a student's home high school (for secondary school students) or by the community college (where community colleges have contracted with regional centers for vocational education services).

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*See "Introduction."

Community colleges offer both associate degree and diploma programs in vocational education as well as adult vocational education programs. Community colleges also provide vocational education to high school students under contract to secondary school districts. (Provision exists for community colleges to serve up to 15 percent of 11th and 12th grade students.)

Only community colleges may award associate degrees for vocational education programs.

By State law, one of the principal purposes of community colleges is to provide vocational training.

Regionalization and Coverage

Comprehensive High Schools, Regional Occupational Centers and Programs: Regionalized programs of vocational education in California are conducted in Regional Occupational Programs (ROP's) which offer vocational education courses serving students from a multi-school system or multi-county basis. Regional Occupational Programs in California are a centrally coordinated program administered by a Regional Occupational Program director rather than through individual contracts to participating schools. Over 95 percent of California's 373 school districts are participants in Regional Occupational Programs.

Community Colleges: California's 70 community college districts encompass the entire State and, while these institutions operate as "local" institutions, admission to all community colleges is open on a Statewide basis.

General: In addition to the regionalized institutional structure of the State, California has 71 Regional Adult and Vocational Education Councils (RAVEC) of 11 members representing community college districts, unified high school districts, the county office of education, CETA and private postsecondary institutions. These councils review vocational and adult continuing education programs as well as CETA plans and recommend apportionments to the respective boards in order to eliminate unnecessary duplication and recommend the appropriate level of instruction for new offerings. These councils also coordinate agreements among the respective boards and develop annual short-range plans for the improvement of vocational and continuing education within each region of the State.

Administration

Comprehensive High Schools: Regular high schools, adult schools, and continuation schools are all administered by independent local school boards, each of which has independent taxing and bonding authority.

Regional Occupational Centers and Programs: Regional Occupational Centers and Programs are administered either by single school districts (3), two or more high school districts pursuant to a "joint powers" agreement (19), two or more cooperating high school districts (1), or by a county (41).

Regional Occupational Programs may be administered by a county Board of Education or by a Board of Governors consisting of appointees from the Board of Education of the participating school districts served by each. Regional Occupational Programs which serve multiple school districts have the legal status of an independent school district and act as their own fiscal agent.

Regional Occupational Centers and Programs have limited taxing (assessing) authority, but have no bonding authority. Regional Occupational Centers and Programs can, however, tax up to five (5) mills for capital projects.

Legislation enacted in 1977 requires that the governing board for Regional Occupational Centers and Programs be made up of either the governing board of a single school district, the county board of education, and/or at least one member of the governing board of each of the participating districts. The governing board of most Regional Occupational Programs also includes the superintendent of schools for the participating school districts.

Community Colleges: Each of the community colleges in California is administered by a president who is appointed by the governing board of the local district. This board is responsible for the overall governance of the community college system in the local area.

Financing Facilities and Equipment for Vocational Education

Facilities for vocational education in comprehensive high schools, Regional Occupational Centers, and community colleges are funded with State and local funds.

No Federal Vocational Education Act funds are now used in the construction of facilities for vocational education in any of the institutions in California, although Vocational Education Act funds may be used for minor remodeling.

Prior to 1972, Vocational Education Act funds were used for both facilities and equipment in secondary schools. At that time, Vocational Education Act funds were allocated in accordance with priorities of need and accounted for approximately ten percent (10%) of the cost of vocational education facilities and equipment. The earlier policy of using Vocational Education Act funds for facilities construction projects was changed to reflect different priorities of need.

Comprehensive High Schools and Regional Occupational Centers: The major portion of the construction cost of general vocational education facilities in comprehensive high schools and Regional Occupational Centers is financed with local revenues. (State funds may only be used where a local education agency has exceeded 95 percent of its bonding capacity.)

Equipment for vocational education programs in high schools and Regional Occupational Centers may be funded with a combination of funds from the Vocational Education Act and State and local revenues. State and Federal funds which are used in the purchase of equipment for vocational education are allocated in lump sums by formula to individual institutions. These funds may be expended on either equipment or program operations. No records are maintained at the State level which will provide a basis for determining the percentages of the total equipment cost derived from each of the funding sources.

Community Colleges: Community college facilities are funded on a matching basis with State and local funds. State funding of community college facilities is, however, subject to limitations imposed by statute on facility space requirements and projected utilization.

Equipment for vocational education programs in community colleges is funded under the same provisions applied to high schools and Regional Occupational Centers.

State funds used in the construction of the facilities and acquisition of equipment for vocational education programs are secured to legislative appropriations. No State bonding is required for capital projects.

Financing Vocational Education
Program Operating Costs

Comprehensive High Schools and Regional Occupational Centers: Vocational education programs in all secondary institutions are funded with a combination of funds from the Vocational Education Act, State general education* funds, and local funds. Approximately 10 percent of the total cost of vocational education programs in secondary schools is derived from Vocational Education Act funds, 30 percent from State funds, and the remaining 60 percent from local resources.

Community Colleges: All vocational education programs in community colleges are supported with combinations of Vocational Education Act funds, State general education funds and local funds. State and local funds, which account for approximately 90 percent of the operating costs of community colleges, are allocated on a basis similar to the secondary school allocation system but with a higher foundation program.

Vocational Education Act funds are allocated to community college districts in accordance with the provisions of the same general formula applied to the allocation of Vocational Education Act funds to secondary schools. Vocational Education Act funds account for approximately 10 percent of the cost of vocational education programs in community colleges.

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*The California legislature makes no categorical budget appropriations for vocational education. Therefore, all funds are essentially general education funds.

6. COLORADO

State Governance of Vocational Education

State Agency(ies) with Vocational Education Responsibilities

Vocational Education in Colorado is administered by the State Board of Community Colleges and Occupational Education (SBOCC), an independent agency with responsibility for vocational education at all levels. Secondary institutions offering vocational education report to the Department of Education (and State Board of Education) for general education and the State Board of Community Colleges and Occupation Education for vocational education; while community colleges report to the State Board of Community Colleges and Occupational Education for both general and vocational education programs.

Coordination Between State Agencies

The Community College and Occupational Education Law, which was enacted in 1967, established the community college system and centralized responsibility and authority for vocational education.

Coordination between the State Board of Education and the State Board of Community Colleges and Occupational Education has been developed to identify commonalities of practice and purpose (and to eliminate duplication) between the agencies. This program has involved considerable unit-to-unit and interagency cooperation on a formalized basis (meetings are held regularly and periodically, at least annually).

In 1977, the Colorado Department of Education and the Division of Occupational Education held joint committee meetings to determine agency responsibility for specific data acquisition so as to prevent unnecessary duplication of effort. Further joint meetings of executive committees with membership from the Department of Education, the Commission for Higher Education, the Department of Labor, the Vocational Rehabilitation Department, the Division of Occupational Education, and the Division of Community Colleges have been scheduled on a yearly basis.

The directors of the Division of Occupational Education and the Division of Community Colleges jointly serve as the executive officers of the State Board of Community Colleges and Occupational Education.

Organizational History

The State Board of Community Colleges and Occupational Education was established by legislative action in 1967, at which time the State community college system was created. Prior to that time, vocational education policy relating to both secondary and postsecondary vocational education had been administered by a Division of Vocational Education within the State Department of Education.

Organization of Vocational Education Delivery System

Institutions and Services*

Institutions: In 1965, the "Boards of Cooperative Education Act" established authority for the sponsorship of area vocational schools by local individual high school districts, two or more districts, a Board of Cooperative Education Services (BOCES), a Junior College or Community College, or a publicly supported four-year college or university. Vocational education in Colorado is now provided in:

- Seventy-six (76) comprehensive high schools having facilities for five or more different vocational education programs;
- Seven (7) local district area vocational centers (which include four BOCES);
- Seven (7) State Community Colleges;
- Four (4) Local District Junior Colleges; and
- Two (2) four-year colleges designated as area vocational schools.

Services: All institutions identified above offer vocational education programs at the secondary and adult levels.

Postsecondary level vocational education programs are provided by State system Community Colleges, Local District Junior Colleges, and four-year institutions of higher education. All institutions provide postsecondary degree programs (Associates in Arts and Sciences), postsecondary certificate and/or diploma programs, adult programs, and (through designated area vocational schools) secondary programs.

Regionalization and Coverage

Area Vocational Schools: Area vocational schools are "sponsored" by, and, subsequent to their designation, operated under authority of: (a) one or more school districts; (b) a Board of Cooperative Educational Services (BOCES); (c) a State Community College; (d) a Local District Junior College; or, (e) a four-year institution. Seven (7) area vocational schools are operated by local districts (four (4) of these are BOCES-sponsored), four by Local District Community Junior Colleges, seven (7) by State Community Colleges, and two by four-year institutions.

Community and Junior Colleges: Postsecondary institutions (Community and Junior Colleges) were established on the basis of geographic need for vocational education, but there are no "boundaries" *per se*, since enrollment is open to all on a Statewide basis. Several of these colleges are residential, accommodating needs of students whose home districts are remote from institutions.

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*See "Introduction."

Administration

Comprehensive High Schools: Locally elected school boards are responsible for operating secondary level education, including vocational education, both through regular comprehensive high schools and through contracts with area vocational schools. Taxing and bonding authority as well as fiscal contracting reside with these local (district) authorities as established by the School District Organization Act of 1965. For vocational education, all program and budget reviews and approvals are through the Board of Community Colleges and Occupational Education.

Area Vocational Schools: In the three (3) independent school districts operating area vocational schools, responsibility and authority are as vested in the elected district board which acts as the board for the area vocational schools.

BOCES: BOCES-sponsored area vocational schools are directed by the board of cooperative services, pursuant to a cooperative agreement among participating districts. The BOCES, however, have no taxing or bonding authority, these powers as well as the fiscal contracting responsibility residing with one of the cooperating school districts.

Local District Community Colleges: Local District Junior Colleges are governed by local district boards appointed by the Governor. Fiscal matters, including budgeting, remain the responsibility of the Board of Community Colleges and Occupational Education, although the Board does not select administrators for the Local District Junior Colleges. The colleges have taxing and bonding authority within their own districts and act as their own fiscal agents.

State Community Colleges: State Community Colleges (7) are directly responsible to the governing board for State Community Colleges. Authority and responsibility for all administrative and programmatic decisions reside with the Board, and all budgets are determined under its auspices. State Community Colleges do, however, have a local council appointed by the Governor.

Financing Facilities and Equipment for Vocational Education

Area Vocational Schools -- Comprehensive High Schools and BOCES: Area Vocational Schools operated in comprehensive high schools and BOCES have not used Vocational Education Act dollars for construction or equipment costs, but depend entirely on State funds (both vocational education and general education allocations), 95 percent, and local funds, approximately five (5) percent.

Area Vocational Schools -- Community and Junior Colleges and Four-Year Institutions: Postsecondary institutions, State Community Colleges, Local District Junior Colleges, and four-year institutions finance construction and equipment acquisition costs on different bases, as follows:

- Local District Junior Colleges: State general and vocational education funds, five percent (5%) (approximately 40 percent general and 55 percent vocational education appropriations), and local funds (95%).
- State System Community Colleges: Ninety-five percent (95%) State general education funds, five percent (5%) Vocational Education Act funds.
- Four-year institutions: Ninety-eight percent (98%) State general education funds, two percent (2%) Vocational Education Act funds.

As in the case of secondary-level vocational education expenditures for construction and equipment, the basis for the computation of appropriations from each source is the evaluation of grant applications. State funds for support derive both from general revenue appropriation and from State bond issues.

Financing Vocational Education Program Operating Costs

Comprehensive High Schools: Some Vocational Education Act funds are used to support vocational programs in regular comprehensive high schools, although support from Vocational Education Act funds is very minimal. The major support for these programs is derived from State and local sources (on an approximately equal basis).

Area Vocational Schools: In the area vocational schools, some Vocational Education Act funds are used for program operation support, but, as is the case with other levels and other programs, this source is very minimal. Local funds and tuition are also used to support vocational education programs. All Area Vocational Schools programs are supported by a cost formula based on a count of full-time equivalent students (FTE).

All postsecondary institutions also charge tuition. In four-year institutions, tuition costs remain with the college and are used to support their own programs. In State Community Colleges and the Local District Junior Community Colleges, tuition dollars are returned to a general State-controlled account and are redistributed centrally to support program costs.

7. CONNECTICUT

State Governance of Vocational Education

State Agency(ies) with Vocational Education Responsibilities

Responsibility for vocational education in Connecticut is vested in three agencies: the Division of Vocational Education in the State Department of Education, which has responsibility for all vocational education in comprehensive high schools and for the State operated regional vocational-technical schools; the Board of Technical Colleges, which is responsible for the administration of the State Technical College system; and the Board of Trustees for Regional Community Colleges, which is responsible for vocational education in the two-year community college system.

The State Board of Education, which is over only the State Department of Education, serves as the designated State Board for Vocational Education.

Coordination Between State Agencies

Little coordination exists between the three vocational education agencies for purposes of operational planning and program development. However, policy coordination is provided for through a Board of Technical Coordinating Councils made up of representatives of the Technical Colleges and Community Colleges.

In addition, one member of the Board of Technical Colleges serves as an ex-officio member of the State Board of Education, thereby providing policy coordination between these agencies.

At the postsecondary level, the program offerings of State Technical Colleges and community colleges have been "coordinated" through joint agreement to a "mission statement," which establishes the State Technical Colleges as the primary vehicle for the delivery of postsecondary programs in technical and trade and industrial education. The community colleges emphasize programs in other fields of study in vocational education.

Organizational History

Prior to 1965, all educational programs at the secondary and two-year postsecondary levels were administered by local education agencies or in State institutions operated by the State Department of Education.

The regional community college system of Connecticut was established by legislative action in 1965 with the creation of the Board of Trustees for Regional Community Colleges.

Until 1974, the Technical College system continued to operate as a part of the State system of regional vocational-technical schools; first as part of the same educational program; later as a separate program operated by these institutions; and finally as a separate program operated in independent facilities. In 1974, the State legislature established the State technical college system as an independent educational system reporting to a separate Board of Technical Colleges.

Organization of Vocational Education Delivery System

Institutions and Services*

Institutions: Vocational education in Connecticut is provided in:

- Thirty-five (35) comprehensive high schools having facilities for five or more different programs in vocational education;
- Seventeen (17) State operated regional vocational-technical schools;
- Fifteen (15) locally administered regional vocational agriculture centers;
- Four (4) State Technical Colleges; and
- Twelve (12) community colleges.

In Connecticut, there are a number of programs involving joint operation of vocational education programs in State secondary and postsecondary institutions. Many of the State Technical Colleges use the facilities of both the regular high schools and the State regional vocational-technical schools to offer afternoon and evening programs and, in some cases, the technical schools serve as extension (satellite) centers for the State Technical Colleges. In one instance, a State Technical College and State technical school jointly occupy a facility and, in another instance, the State Technical College, community college, and a branch campus of the University of Connecticut share a single campus.

While Connecticut has provisions for the creation of "joint vocational education institutions," vocational facilities jointly owned and operated by two or more local education agencies, no such programs are currently in operation. However, a master plan for vocational education at the secondary level (developed in 1976) did call for the development and expansion of such a system for the delivery of vocational education.

No Statewide provision exists for articulation of programs between these institutions.

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*See "Introduction."

Services: Connecticut's comprehensive high schools, regional vocational-technical schools and vocational agriculture centers offer primarily secondary level programs in vocational education; but each of these institutions also offers programs of adult vocational education; and the regional vocational-technical schools offer some (non-degree) postsecondary vocational education programs.

The regional vocational-technical schools (secondary) offer primarily programs in trade and industrial education and, in this way, complement the vocational education offerings in the comprehensive high schools which tend to accentuate programs in business, distributive education, health and home economics, etc.

The State Technical Colleges and community colleges each offer associate degree programs and adult programs in vocational education but, as noted in the previous discussion on "Coordination Between State Agencies," emphasize instructional programs in different areas so as to avoid duplication and competition. Both institutions also offer transfer programs to the State's institutions of higher education.

The State Technical Colleges and community colleges differ in that the Technical Colleges enroll students by application only while the community colleges employ an open admission policy.

Regionalization and Coverage

Regional Vocational-Technical Schools and Regional Vocational Agriculture Centers: Connecticut's seventeen (17) regional vocational-technical schools and the thirteen (13) regional vocational agriculture centers all provide services on a Statewide basis. However, each has a "primary service area" from which it draws the majority of its students and in which it is "responsible" for vocational guidance.

Technical Colleges: The State Technical College system is "regionalized" by five service regions (four of which now have permanent facilities and the fifth of which is operating in temporary quarters and has plans for a new campus construction project). Like the regional vocational-technical schools and regional vocational agriculture centers, the districts served by State Technical Colleges do not represent specific planning or administrative areas but are characterized as "primary service regions."

Community Colleges: The community colleges of the State of Connecticut do not have specific service regions.

Administration

Comprehensive High Schools: Vocational education programs in comprehensive high schools are administered by local boards of education, all of which have independent taxing and bonding authority.

Regional Vocational-Technical Schools, Technical Colleges and Community Colleges: All are State owned and operated institutions which are administered by an executive officer (President or Director) who reports to the appropriate State Board. No provision exists for local governing boards for any of these institutions, although local advisory committees composed of community and/or school personnel participate in the program planning and development of the regional vocational-technical schools and technical institutes. As State institutions, none of these schools has a local fiscal base.

Regional Vocational Agriculture Centers: Connecticut's regional vocational agriculture centers are State institutions which are administered by designated local education agencies. The operation of these institutions is, however, funded by the State through added cost funding allocations to the administering local education agency and tuition reimbursements to participating school districts.

Financing Facilities and Equipment for Vocational Education

Comprehensive High Schools: Vocational education facilities and equipment in comprehensive high schools are fundable with local and State funds through applications only. The total cost of vocational facilities and equipment is reimbursable up to 60 percent for vocational programs in independent secondary schools and up to 80 percent for vocational programs offered in regional high schools.

Regional Vocational-Technical Schools, Regional Vocational Agriculture Centers, Technical Colleges, and Community Colleges: Facilities and equipment for vocational education in the State institutions are all funded 100 percent from State funds secured through a Statewide bond issue which is authorized by the legislature (with the approval of the State Bonding Commission).

Vocational Education Act funds are not used for facilities construction, although these funds have been used for new and replacement equipment in the State vocational-technical schools, State Technical colleges, and comprehensive high schools. Replacement equipment is usually provided for in each school's annual budget or, when replacement represents a major expenditure, is included in the State bond referendum and is funded through the same procedures applied to the funding of new facilities and equipment.

Financing Vocational Education Program Operating Costs

Comprehensive High Schools: Funding for vocational education in comprehensive high schools is provided through a combination of State funds (both general education and vocational education funds), local funds (in comprehensive high schools) and tuition (in postsecondary institutions) plus Vocational Education Act funds.

Prior to 1977, all Vocational Education Act funds were allocated on the basis of requests from local education agencies for funds for the implementation or continuation of vocational education programs. Subsequent to 1977, however, all basic grant Vocational Education Act funds will be disseminated on the basis of entitlements computed by formula for each local education agency. Entitlements to local education agencies must be used for the implementation of new vocational education programs, for which the local education agency is required to assume full operating costs and responsibilities after a period of five years. Under the new program of funding, any town entitled to $5,000 or more will receive its entitlement according to standard procedures being developed by the State of Connecticut. In all instances in which the entitlement to an individual town is less than $5,000, all such funds will be retained by the State to create a "pool" against which local education agencies may submit proposals for specific programs.

General education funds for the support of vocational education at the secondary level apply to all vocational education programs administered by comprehensive high schools, for which no special State vocational education funds are provided. Thus, vocational education programs in comprehensive high schools are supported with general education funds -- in accordance with Connecticut's standard educational reimbursement procedures based on the "guaranteed tax base" educational finance formula and an ADM grant -- and vocational education funds.

Regional Vocational-Technical Schools and Regional Vocational Agriculture Centers: Vocational education in the State's regional vocational-technical schools and vocational agriculture centers is supported 100 percent with State vocational education funds. No local funds are used in the State vocational-technical schools and vocational agriculture centers. Local education agencies do, however, pay up to $200 of the cost of transportation for students attending the State technical schools.

Technical Colleges and Community Colleges: The State Technical Colleges and community colleges are funded 100 percent with State education funds allocated to each institution on the basis of a formula which takes the count of the total enrollments and the headcount-to-teacher ratios of each institution. While all institutions charge tuition for instructional programs, the tuition is transferred to the State General Treasury and is not maintained at the individual institutions.

In the State Technical Colleges, part-time programs of instruction including adult and continuing education are entirely self-supporting and receive no State funding under the general legislative appropriations.

Provision does, however, exist for part-time students to attend the community colleges, and instructional programs for "non-traditional" populations in the community colleges are supported in part with State funds. For purposes of State funding, enrollment in these programs is accommodated in the FTE (full-time equivalent) student count used in computing funding reimbursements under the funding provisions for the continuing education programs offered in each institution.

8. DELAWARE

State Governance of Vocational Education

State Agency(ies) with Vocational Education Responsibilities

Vocational and technical education in Delaware is under the aegis of the Division of Vocational Education in the State Department of Education which reports to the State Board of Elementary and Secondary Education and by the State Board of Trustees of the Delaware Technical and Community Colleges which is responsible for programs in vocational education independent of the Division of Vocational Education. (Programs in vocational education administered through the Technical and Community Colleges are funded under the Division of Vocational Education but administered by the separate board.)

The State Board of Elementary and Secondary Education serves as the State Board for Vocational Education.

Coordination Between State Agencies

Coordination between the two agencies is achieved through joint participation in the development of the "State Plan for Vocational Education" and, on an informal basis, through semi-annual meetings involving representatives from selected institutions which participate in the formulation of program funding and priorities.

Coordination among secondary and postsecondary programs also takes place through a Council of Presidents of Higher Education Institutions which has advisory responsibility but no legal authority. The council is composed of presidents of higher education institutions, and the Chief State School Officer. Its purpose is to mediate programs between community colleges, universities and public secondary schools. This Council was created in 1972 through legislation.

Organizational History

No changes in the structure of the State governance system for vocational education have occurred since the passage of the Vocational Education Act of 1963.

Organization of Vocational Education Delivery System

Institutions and Services*

Institutions: Vocational education in Delaware is offered in:

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*See "Introduction."

- Approximately twenty-five (25)* comprehensive high schools;
- Four (4) Area Vocational Centers, two of which operate on a shared-time basis and one of which has both a full- and shared-time program; and
- Four (4) branch campuses of the Delaware Technical and Community College system.

Services: Vocational education at the secondary level in Delaware is provided through regular school districts operating independently, through contract arrangements by which regular vocational schools serve more than one education agency, and through county boards established for the delivery of vocational education.

The Delaware Technical and Community Colleges offer both a terminal and transfer program but have an emphasis on vocational education.

Although there is no formal program of articulation with the secondary schools, all the Technical and Community Colleges in Delaware offer advanced placement credit (articulation) for the completion of vocational education programs at the secondary school level. Secondary students also attend the college for exploratory activities during the regular school year and may participate in summer programs.

At present, Delaware does not provide for the creation of "jointures" or other multi-district vocational education programs. However, school districts which can demonstrate the demand for 1,000 students are eligible to create a separate vocational school independent of the comprehensive high schools serving their districts. These school systems are administered by the creating school district and, in special cases, by a county school board for vocational education.

Regionalization and Coverage

By virtue of its size, Delaware does not have any program of regionalization for vocational education.

Administration

Comprehensive High Schools: Comprehensive high schools are administered by regular school districts, each of which has taxing authority but no bonding authority for vocational education (since the State pays for all capital investments in vocational education).

Area Vocational Centers: Area Vocational Centers are administered by county boards for general and/or vocational education which have taxing but, like regular school districts, no bonding authority.

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*See "Introduction."

Local education agencies have the authority to levy a supplemental tax for general education (which now ranges from 80 cents to $2.90 per $100 evaluation) plus a special tax for vocational education programs (which now approximates three cents per $100 evaluation) for the total region served by the vocational school. Thus, a county vocational education system has as its tax base the entire county being served.

Technical and Community Colleges: The Technical and Community College system has legal status as an independent school district. This was created through enabling legislation in 1966. Although the Technical and Community College system is its own independent fiscal agent, it has no taxing or bonding authority and is dependent on appropriations from the State legislature.

Financing Facilities and Equipment for Vocational Educationi

Comprehensive High Schools and Area Vocational Centers: Vocational education facilities and equipment at both the secondary and postsecondary level are funded 100 percent with State funds. This provision differs from the policy for the funding of general academic facilities, such as comprehensive high schools, in that the funding of these facilities is financed with both State and local funds.

Funds for the planning of a new vocational facility are advanced to the local agency by the State and all construction and equipment costs are paid directly by the State agency. In Delaware a separate agency, the School Support Services Branch of the State Department of Eduction, is responsible for all school construction. Funds for the construction of vocational facilities are derived from a State bond issue passed annually for all capital construction projects in the State of Delaware. In special instances, special legislative appropriations may be used for the acquisition of facilities and equipment.

This, however, is not common practice. All State funds for facilities and equipment acquisition projects are encumbered in the year in which the individual project is approved and the bond issue passed.

Federal funds are used for the replacement of "obsolete," i.e., more than five-year old vocational equipment only. In selected instances, Vocational Education Act funds may also be used for the lease of vocational instructional equipment, but only in schools offering the five or more programs required for designation as an area vocational school as specified by the Vocational Education Act.

In some cases, local vocational education agencies may use local funds for the acquisition of additional equipment if desired, and may use State reimbursement "unit" money for the acquisition of additional equipment. However, inasmuch as a minimum three-year equipment lease is preferred, the uncertainty of the annual funding of Vocational Education Act funds limits the use of Federal funds for equipment leasing, and this source of equipment is being discouraged by the State Department of Education. The lease and purchase of facilities and the purchase of services for proprietary schools using Federal and State funds is permissible but it is not now being used; due to the local autonomy of individual school districts, local funds may be used for these purposes.

Technical Community Colleges: All capital costs for Delaware's Technical and Community Colleges are financed with State revenues.

Financing Vocational Education Program Operating Costs

Comprehensive High Schools, Area Vocational Centers, and Technical and Community Colleges: The operation of instructional programs at the secondary and postsecondary level is paid from State and local funds with approximately 70 percent of all operating costs paid from State funds. No Federal funds are used for general program operation with the exception of special projects for which Federal funds are used to provide project grants. The operation of all instructional programs in Delaware is based on a "unit" reimbursement formula. The "unit" reimbursement formula includes a factor for base salary (Statewide base), supplies, materials, and a factor associated with the ability to pay. A number of "reimbursement units" of State funds provided to a local school district is determined, for academic programs, on the basis of a total number of students divided by 20, and for vocational education programs the total number of vocational education students divided by 15. For vocational education the "unit" equals 27,000 minutes (180 days x 2 and 1/2 hours per period). At present the basic "unit" equals $2,000. Individual vocational education programs are assigned a value of one, two or three units to account for differential costs of the individual programs. Thus, programs in T & I and Data Processing are assigned a value of three units reimbursed at a cost of $6,000 per vocational unit, while programs and such courses as Distributive Education and Business and Office are assigned a value of two units and reimbursed at the rate of $4,000 per vocational unit.

Special vocational education programs for adults and summer sessions are funded through special State appropriations. Current legislation provides for a summer session of 37 days (22 teaching days and 15 organization days) which is funded on an annual basis. Apprentice training programs are provided entirely under State funding. High school graduates and adults taking vocational education courses pay a nominal registration fee in both the Technical and Community Colleges and in the adult educational programs administered in the vocational education schools.

9. DISTRICT OF COLUMBIA

District Governance of Vocational Education

District Agency(ies) with Vocational Education Responsibilities

Vocational education programs in the District of Columbia are operated under policies set by the Board of Education and administered by the Division of Career Development Programs within the Office of Education Programs and Services in the District of Columbia Public Schools.

The Board of Education sits as the designated State Board for Vocational Education.

Coordination Between District Agencies

(Not applicable - no other agencies exist.)

Organizational History

Prior to 1970, the District of Columbia Public Schools had a Department of Vocational Education which, in 1970, became the Division of Career Development Programs. The 1970 change was primarily the result of Board of Education action which moved all career-oriented programs and services into one office. Until 1976, the Division reported to the Office of Instructional Services.

Organization of Vocational Education Delivery System

Institutions and Services*

Institutions: Vocational education in the District of Columbia is provided in:

- Eleven (11) comprehensive high schools having facilities for five or more programs in vocational education;
- Six (6) area vocational high schools;
- One (1) adult education center; and
- One (1) Technical Institute.

Services: Regular comprehensive high schools provide vocational education at the secondary and adult levels but offer no postsecondary instruction.

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*See "Introduction."

All area vocational-technical schools operate secondary, adult and non-degree postsecondary programs.

Regionalization and Coverage
(Not applicable)

Administration

The District has a regionalized system of management for its entire school system. The District is divided into six regions with each region administered by a regional superintendent. These individuals administer all secondary and postsecondary programs in the District.

All the programs of vocational education are regulated by the Board of Education and subject to the policy decisions of this Board. The area schools and adult education center are not legal entities. The area schools are operated under the jurisdiction of the Division of Vocational Education, while the adult education center operates under the administration of the Division of Adult Continuing Education.

Financing Facilities and Equipment for Vocational Education

Vocational education facilities construction is funded entirely from the capital improvement fund of the District of Columbia. Equipment for vocational education in comprehensive high schools is provided from Vocational Education Act funds (30%), Emergency School Assistance Act funds (10-20%) and from the general State fund and capital improvements fund.

The Federal (Vocational Education Act) portion of funds used for equipment acquisition is allocated on the basis of an evaluation of grant applications.

The State portion of funds for construction and equipment is determined by agency policy which allocates funds on an aggregate basis to each school.

State funds for facilities and equipment are allocated to the District from two sources: general revenue, which comes from taxes, and a Congressional appropriation which is made to the city on an annual basis.

Financing Vocational Education Program Operating Costs

Comprehensive High Schools: Vocational education programs in comprehensive high schools are supported with general education funds (85%), State vocational education funds (10%) and Federal Vocational Education Act funds (5%).

Area (Vocational) High Schools: The vocational education programs in area (vocational) high schools derive approximately 30 percent of their operating funds from Federal Vocational Education Act funds and 70 percent from State Vocational Education Act funds.

In both types of institutions Federal funds are allocated to the schools based on need while State funds are based on full-time equivalent students and teachers. Schools must maintain a student:teacher ratio of 18:1 for vocational programs in order to receive State funding.

10. FLORIDA

State Governance of Vocational Education

State Agency(ies) with Vocational Education Responsibilities

The Division of Vocational Education, a unit of the Florida Department of Education, has the State leadership responsibility for all secondary and postsecondary programs of vocational education in Florida. However, in the Department of Education vocational education in secondary schools is under the jurisdiction of the Division of Public Schools; while vocational education in community colleges is administered by the Division of Community Colleges. Florida's Area Vocational-Technical Centers are operated by local District (county) School Boards under the jurisdiction of the Division of Vocational Education.

Florida's State Department of Education reports to the State Board of Education which has authority over all public education in the State and which serves as the State Board of Vocational Education.

Coordination Between State Agencies

The Division of Vocational Education, an independent administrative unit having equal status with the Division of Public School Education, the Division of Community Colleges, and the Board of Regents (for higher education), is the sole agency responsible for vocational education leadership. The development of vocational education programs in all institutions is coordinated by the Division of Vocational Education through informal working relationships with other divisions of the Department of Education and, in a formal sense, by the fact that all divisions are under the authority of a single State Board of Education.

Organizational History

The present status of the Division of Vocational Education in the Department of Education was the result of a departmental reorganization which occurred in 1969. Prior to this time vocational education was administered as a "section" within the Division of Public Schools.

The Division of Community Colleges was established as a separate agency in 1969. However, since 1965, the State's community colleges had been under the control of independent local Community College Boards of Trustees. Prior to that time, community colleges had been administered as two-year transfer institutions by local education agencies and were operated under the authority of the Division of Public Schools.

Organization of Vocational Education Delivery System

Institutions and Services*

Institutions: Vocational education in Florida is provided in:

- Ninety-four (94) comprehensive high schools having facilities for five or more different programs in vocational education;
- Thirty-two (32) Area Vocational-Technical Centers; and
- Twenty-eight (28) community colleges, 14 of which administer area vocational education schools.

Services: Comprehensive high schools and shared-time vocational centers in Florida provide vocational education to secondary school students and adults but offer no postsecondary programs in vocational education.

Area Vocational-Technical Centers, which are officially designated as postsecondary institutions for capital funding purposes, serve secondary students on a part-time and full-time (senior release) basis. These institutions offer certificates in vocational education and high school diploma programs. Area Vocational-Technical Centers are not empowered to award associate degrees.

Community colleges provide vocational education on a part-time and full-time basis to high school students and also offer associate degree programs, certificate programs, high school diploma programs, and adult vocational education programs.

Regionalization and Coverage

Comprehensive High Schools: Florida's educational system is organized on a county basis. All 67 county school systems in Florida have one or more comprehensive high schools having facilities for five or more different vocational education programs and 41 counties have a total of 62 high schools designated as area vocational education schools.

Area Vocational-Technical Centers: Florida's 32 Area Vocational-Technical Centers provide vocational education within "service districts" which encompass one or more counties. Each of Florida's 67 counties is included in the "service districts" of an Area Vocational-Technical Center, 26 of which include only one county and six (6) of which serve multiple counties. Three counties have three (3) Area Vocational-Technical Centers and four counties have two (2) Centers. Individual school districts may be participating members of an Area Vocational-Technical School district or may be served by an Area Vocational-Technical School administered by another district through contracts with the "sponsoring" district.

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*See "Introduction."

Community Colleges: Community colleges, most of which were initially established by local education agencies but all of which are now operated as part of a State community college system, serve students on a Statewide basis but have primary service responsibilities within each of the 28 community college districts ("service regions") defined by the State.

General: The 28 community college districts also serve as planning regions for vocational education. Coordinating councils for each of these planning regions (required by legislation enacted in 1970) are made up of the local community college president, the occupational education dean/director of the community college, the superintendents of the school districts included in the district, and the District Director of Vocational Education. These councils are responsible for the coordinated planning for the delivery of vocational education services.

Florida also has five regions, each with a (local) regional office, defined for purposes of State administration of vocational education, and 10 manpower planning districts. Boundaries of these regions are not generally coterminous with the 28 vocational education planning districts.

Administration

Comprehensive High Schools: Comprehensive high schools are each administered by a county school district board, all of which have independent taxing and bonding authority.

Area Vocational-Technical Centers: Enabling legislation passed in 1964 provided for Area Vocational-Technical Centers to be administered by either:

- The School District Board of the "sponsoring" district, or
- One of the School District Boards of the participating school districts.

Area Vocational-Technical Centers are not independent fiscal agents. The fiscal agent for Area Vocational-Technical Centers is the School District Board of the "sponsoring" district or of one of the participating school districts. School District Boards have the same taxing and bonding authority for Area Vocational-Technical Centers and for elementary and secondary educational programs and institutions.

Community Colleges: Community colleges are administered by a local board of trustees appointed by the Governor, usually with representation from each of the counties included in the community college district. As State institutions, community colleges do not inherently have a local fiscal base for taxation and bonding. However, the requirement for a "local effort" in the funding of program operation provides for "local" revenues to be secured through either local taxes (authorized by the boards of education of the school districts in the community college district) or from tuition.

Financing Facilities and Equipment for Vocational Education

Facilities: Since 1965, all public school facilities in Florida have been constructed with State bond funds whose retirement is financed with a Gross Utilities Receipt Tax. While local education agencies have the authority to issue bonds for the construction of facilities which are not approved for funding with State bond funds (owing to such factors as limited bonding capacity, etc.) no provision exists for the reimbursement for such investments by local education agencies from State revenues. (Capital improvement levies by local education agencies are limited to two (2) mills and a two- (2) year duration. Local capital levies require referenda and may be extended beyond two years by subsequent referenda.)

Equipment: Capital equipment for vocational education programs is financed with State funds as a part of the initial construction project cost or with a combination of State and Federal Vocational Education Act funds allocated as a component of the program operating cost support formula, one component of which is an allocation for capital equipment.

While the vocational education program support allocation has always included an allocation for capital equipment, until 1976, local education agencies were not required to spend these funds for equipment. However, legislation enacted in 1976 requires that State funds allocated for equipment be spent for capital equipment or returned to the State.

(Prior to 1977, Florida's Area Vocational-Technical Centers were not treated as higher education institutions and did not qualify for equipment funding support which was available to community colleges. Until this time, equipment for Area Vocational-Technical Centers was partially funded with grants from the Vocational Education Act.)

Financing Vocational Education Program Operating Costs

Comprehensive High Schools and Area Vocational-Technical Centers: Vocational education programs in comprehensive high schools and Area Vocational-Technical Centers are financed primarily with State and local funds distributed approximately 70:30, State:local. State funds used for vocational education programs are essentially general education funds earmarked for vocational education. (I.e., the Florida legislature does not appropriate funds for vocational education independent of the State's general education budget.)

State funds for vocational education are allocated on an added cost basis as a multiple of the basic State foundation aid. For 1978, the basic foundation grant was $827 per student in ADM. The added cost factors (multipliers) for vocational education programs ranged from 1.17 to 4.26. All vocational education programs fall into one of six cost categories, depending on the type of program and the educational level at which it is offered (i.e., the same general program may qualify for different reimbursement rates for different levels of instruction).

Prior to 1975, both vocational and general education programs were supported with State foundation funds allocated on the basis of "units." A "unit" for vocational education had the same value as a "unit" for general education. However, the added cost of vocational education programs was reflected in the fact that a "unit" for general education was defined as 26 students in average daily attendance (ADA), while a "unit" for vocational education was defined as only 13 students in average daily attendance in vocational education programs.

Community Colleges: State funds are also allocated to community colleges based on "units." For general education and transfer programs one "unit" is authorized for each 12 full-time equivalent students, for the first 420 students, and one unit for each 15 FTE students thereafter. The added cost of vocational education programs in community colleges is accommodated by defining a "unit" for vocational education as 10 full-time equivalent students.

11. GEORGIA

State Governance of Vocational Education

State Agency(ies) with Vocational Education Responsibilities

The Office of Vocational Education in the State Department of Education is the sole State agency responsible for vocational education in Georgia's secondary and postsecondary institutions.

Vocational education in Georgia is also provided through a system of junior colleges reporting to the State Board of Regents for higher education. However, vocational education programs offered in junior colleges are funded and operated under the provisions of a joint agreement with the Office of Vocational Education.

Vocational education policy is established by the State Board of Education which serves as the State Board for Vocational Education.

Coordination Between State Agencies

Inasmuch as all programs of vocational education in Georgia are operated under the authority of the Office of Vocational Education, no formal provision for interagency coordination has been developed.

Organizational History

Prior to 1973, the Office of Vocational Education operated as the Division of Vocational Education in the Office of Instructional Services of the State Department of Education. In 1973, the Superintendent of Public Instruction reorganized the Department of Education combining vocational and adult education and units from the Division of Public Library Services to form the Office of Adult and Vocational Education. In 1978, Library Services and Adult General Education were removed to form the Office of Vocational Education.

Organization of Vocational Education Delivery System

Institutions and Services*

Institutions: Vocational education in Georgia is provided in:

- One hundred and twenty (120) comprehensive high schools having facilities for five or more programs in vocational education;

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*See "Introduction."

- Nine (9) Area Vocational Centers serving secondary school students;
- Twenty-three (23) locally administered and two (2) State administered (residential) postsecondary Area Technical Schools; and
- Three (3) junior colleges with comprehensive vocational education programs.

Georgia also has provision for the creation of "contract" programs under which one school district may contract with another to provide vocational education to its students. Contracts between school districts are generally long-term agreements, often up to 25 years duration, which establish the "host" schools as regional vocational education service providers.

Although present legislation provides for the creation of the area schools serving more than one school district and administered by area school boards, no program of regional high schools (i.e., one high school serving two or more cities or towns) exists at the current time.

Services: Comprehensive high schools and Area Vocational Centers serve secondary school students and adults but offer no programs of instruction at the postsecondary level.

Postsecondary Area Technical Schools offer both certificate and diploma programs in vocational education but do not award degrees. Only the community colleges have degree granting authority for postsecondary vocational education programs.

State agency policy requires that high schools who wish to receive vocational education funds agree, where feasible, to allow high school seniors who desire to do so to participate in the "Senior Plan" which allows seniors to attend a postsecondary Area Technical School on a full-time basis during their last year of high school.

Regionalization and Coverage

Comprehensive High Schools and Area Vocational Centers: Georgia has no formal system of regionalization of vocational education services for secondary schools. However, contracts between school districts which provide vocational education do constitute a form of regionalized vocational education programs. Eight (8) of Georgia's 187 school districts operate Area Vocational Centers, and seven (7) additional school districts are served by other school districts through contract programs. Approximately 50 percent of Georgia's high school students are served by comprehensive high schools and secondary Area Vocational Centers while an additional 1 percent receive instruction in postsecondary institutions.

Postsecondary Area Technical Schools and Junior Colleges: For postsecondary vocational education, the State of Georgia is divided into 27 "service areas" each of which is served by one or more postsecondary Area Technical Schools and/or a junior college offering vocational education and functioning as a postsecondary area vocational school. The regions served by these institutions were defined by the Office of Vocational Education. The regions for postsecondary vocational education are not coterminous with school districts or the Cooperative Area Service Areas (see "General"). Students from outside these "regions" also have access to the services in each of these schools making vocational education at the postsecondary level available to students Statewide. These regions exist for the purpose of instructional program administration only and do not represent regions for long-term planning of postsecondary vocational education or for the coordination of program development between secondary and postsecondary institutions within each region.

Georgia's postsecondary Area Technical Schools are located so as to provide vocational education at the postsecondary level within 30 miles of 90 percent of the students in the State.

General: For secondary education, Georgia has 18 Cooperative Educational Service Areas (CESA's) developed to promote cooperative education planning of all educational services within regions covered by each. These agencies do not, however, operate educational programs, and all joint vocational education programs are the results of arrangements developed between individual school districts.

Administration

Comprehensive High Schools and Area Vocational Centers: All programs of vocational education in comprehensive high schools and Area Vocational Centers are administered by local school districts which have independent taxing and bonding authority.

Postsecondary Area Technical Schools: Postsecondary Area Technical Schools are administered by local boards but are operated as State schools under the Office of Vocational Education. Seven (7) of these institutions are independent legally constituted institutions while sixteen (16) are operated under the authority of other governmental units. These schools are independent of the local school system in the region they are designated to serve and have no independent taxing and bonding authority.

Georgia has two State operated postsecondary Area Technical Schools administered directly by the Office of Vocational Education.

Junior Colleges: All junior colleges are operated under the authority of the State Board of Regents but are administered by a "local operating authority" which may be a city or county government unit, county school system, independent school system, or other board or sub-division of the State. Local operating authorities for community colleges have taxing authority but no independent bonding authority for construction projects.

Financing Facilities and Equipment for Vocational Education

Comprehensive High Schools and Area Vocational Centers: The construction of vocational facilities and the acquisition of equipment for high schools and secondary Area Vocational Centers are supported with Vocational Education Act funds, Appalachian Regional Commission funds, Coastal Plains Regional Commission funds and State and local funds.

The construction of vocational facilities in comprehensive high schools in areas of the State not included in the Coastal Plains or Appalachian Regional Commissions is funded with State and local funds on a 50:50 matching basis.

In the 35 (of 159) counties of the State included in the Appalachian Regional Commission, vocational facilities and equipment are funded 75 percent with funds from the Appalachian Regional Commission and 25 percent with a combination of State and local funds -- the specific share paid from each source being determined on a case-by-case basis.

Vocational Education Act funds for vocational facilities equipment are used only in the 124 counties of the State included in the Coastal Plains Regional Commission and are used to match Coastal Plains Regional Commission funds. In this area of the State, vocational school construction is funded approximately one-third from local funds, one-third from Coastal Plains Regional Commission funds, and one-third from Vocational Education Act funds. This policy of the Office of Vocational Education regarding the use of Vocational Education Act funds is intended to encourage the involvement of, and commitment of, both State and local agencies in support of vocational education.

The exact percentage of the costs of an individual construction project financed from Vocational Education Act funds is determined by the legislature. The percentage of the total construction funds paid by the Appalachian Regional Commission funds and Coastal Plains Regional Commission funds is determined on the basis of grant applications processed in accordance with the respective regional commission procedures.

The local share of the new construction projects may be secured through local bond issues. However, the majority of the school districts secure their share of the necessary construction funds through the accumulation of annual surplus funds (i.e., carry-over funds). When local agencies pass bond issues, they are required to bond only the local share of construction projects. The passage of local bonds in most parts of the State is limited to an established level of bond indebtedness and a program of local bonding must be approved by the State Building Commission based on the evaluation of local budget and fiscal conditions.

To qualify for capital improvement and construction funds for a vocational education department, comprehensive high schools with enrollments below 1,000 must offer at least five program clusters of vocational education. Institutions having enrollments of 1,000 must offer seven program clusters.

Facilities construction and equipment acquisition in postsecondary institutions are funded with 100 percent of State funds. State funds for such projects are derived from State bonds and are allocated to individual construction projects in the year of program approval.

In all institutions receiving State funds, the State retains title to all equipment.

Postsecondary Area Technical Schools and Junior Colleges: Facilities and equipment for postsecondary Area Technical Schools and junior colleges, which have no local fiscal base for capital projects, are financed with State and Federal (Vocational Education Act and Regional Commission) funds.

Financing Vocational Education Program Operating Costs

Comprehensive High Schools and Area Vocational Centers: Vocational education programs in secondary schools are funded with a combination of Vocational Education Act funds, State vocational education funds, State general education funds, and local funds. Approximately 5 percent of the total cost of vocational education programs in comprehensive high schools and Area Vocational Centers is funded with Vocational Education Act funds, 15 percent with State vocational education funds, 75 percent with State general education funds, and 5 percent with local funds.

The State's share of the operating costs of vocational education programs is funded from State general education funds and is based on a Statewide foundation formula which incorporates a Statewide salary schedule and a local tax effort established annually by the State Board of Education. These funds are supplemented by State vocational education funds and funds from the Vocational Education Act, each allocated by formula, intended to defray the added costs of vocational education programs.

Postsecondary Area Technical Schools and Junior Colleges: Postsecondary vocational education programs in Area Technical Schools and junior colleges are funded approximately 74 percent with State vocational and general education funds, 16 percent with Federal Vocational Education Act funds, and 10 percent with local funds. By State Board of Education policy, tuition cannot be charged for vocational education programs.

State and Federal Vocational Education Act funds are allocated to all institutions by formula.

12. HAWAII

State Governance of Vocational Education

State Agency(ies) with Vocational Education Responsibilities

All vocational education programs in Hawaii are administered by a Director of Vocational Education under the Board of Regents.

The Board of Regents sits as the State Board for Vocational Education. The executive officer of the Board is the President of the University of Hawaii.

Coordination Between State Agencies

A coordinating council comprised of three members from the Department of Education, three from the Manpower Commission, and three from the Board of Regents, and including the Superintendent of Schools and Chancellor of Community Colleges as ex-officio members, advises on the operation of the State's vocational education delivery system.

Organizational History

Prior to 1965, vocational education (and the Director of Vocational Education) reported to the Department of Education. From 1965 to 1974, the Director of Vocational Education came under the aegis of the Vice President for Community Colleges. (Community Colleges themselves were formally organized as such in 1965 by legislative action, at which time four of the five then existing technical schools became community colleges.)

In 1974, the Director of Vocational Education was located under the President of the University of Hawaii (chief executive officer of the Board).

Organization of Vocational Education Delivery System

Institutions and Services*

Institutions: Vocational education in Hawaii is provided in:

- Approximately thirty (30)* comprehensive high schools having facilities for five or more different programs in vocational education; and
- Seven (7) Community Colleges.

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*See "Introduction."

Services: High schools in Hawaii offer only diploma programs in vocational education.

Community colleges provide postsecondary degree programs (Associate in Science and Associate in Arts, primarily for those students intending to transfer to the University), postsecondary certificate programs, and adult vocational education programs. Secondary level students may also participate in programs at the community colleges.

Regionalization and Coverage

Hawaii's educational system is operated as a single education agency which is regionalized for administrative purposes only.

Comprehensive High Schools: Hawaii has seven districts, each with its own superintendent. However, all secondary activities are coordinated through the central superintendent of schools, and it is through this office that all programs are negotiated and approved and all funding granted. Each district has also, within its education structure:

- An assistant superintendent for vocational affairs;
- A director for occupational development and student services; and
- An administrator for vocational education.

These three officers coordinate activities regarding the development of new programs, proposals for new facilities, and equipment purchases.

Community Colleges: The seven Community Colleges in Hawaii were established in 1965 by legislative act authorizing the Board of Regents to create community colleges.

Community College regions follow lines identical to those for secondary school districts, i.e., four districts on Oahu and one on each of the islands of Maui, Kauai, and Hawaii. The Honolulu district maintains two campuses for its college, each serving a specific interest: one for technically-related subjects and trades, the other for social and service, health-related, and consumer-related subjects.

Administration

Comprehensive High Schools: All vocational education is monitored through the office of the Director of Vocational Education. The separate District Superintendents and the State Superintendent of Schools are, however, directly involved in contributing recommendations and evaluations of proposed programs and budgets. All appropriations for budgets as well as all programmatic developments are centralized and no local authority exists for raising capital. Thus, while local districts plan and develop programs based on area needs and opportunities, the ultimate decision on new program start-up, equipment acquisition to support programs, and construction rests with the Board of Regents.

Community Colleges: There are no independent boards for the Community Colleges, and Community Colleges have no taxing or bonding authority. Each college acts as its own fiscal agent for contracting services and supplies; however, at the central office there is a counterpart agent for each of the colleges who reviews fiscal matters for that college and assists expedition of financial affairs.

Financing Facilities and Equipment for Vocational Education

Comprehensive High Schools and Community Colleges: In Hawaii only State funds are used to support construction costs of secondary and postsecondary vocational education.

Equipment acquisition is funded with a combination of Vocational Education Act funds and State vocational education monies. State funds account for 95-99 percent of the total funds, with Vocational Education Act dollars accounting for 1-5 percent.

The exception to this funding pattern is the replacement of equipment which is accomplished under the general heading of "supplies" and is supported out of local budgets. There is no difference between funding patterns at the secondary and postsecondary levels.

In determining the basis of share for equipment and construction costs, both educational levels are treated identically and three factors are used to determine apportionment: (1) agency policy; (2) evaluations of grant applications; and (3) availability of funds. The sources of State funds at both levels are appropriations from general revenues.

Financing Vocational Education Program Operating Costs

Comprehensive High Schools and Community Colleges: As is the case with construction and equipment funding, operating costs are supported identically at secondary and postsecondary levels. State resources account for 83 to 86 percent of the funds, with Federal Vocational Education Act funds contributing the smaller percentage, 14 to 17 percent.

All populations and programs are reimbursed in the same manner, except that adult programs accrue some participant costs (five cents per hour participant fees) and the Community Colleges receive tuition from students. These monies are returned to the State Department of Education and reallocated, through the grants application process, to support costs of vocational programs in the districts.

13. IDAHO

State Governance of Vocational Education

State Agency(ies) with Vocational Education Responsibilities

Vocational education at the secondary and postsecondary level in Idaho is administered by the Division of Vocational Education. The Division of Vocational Education is a separate agency of the State, i.e., is not within the State Department of Education and operates as a division of the State Board of Education -- which also serves as the State Board for Vocational Education.

The State Board is appointed by the Governor and serves as the Board of Regents of the University of Idaho, the Board of Trustees for Boise State University, Idaho State University and Lewis-Clark State College, and the State Postsecondary Education Commission. The elected State Superintendent of Public Instruction is the executive officer of the State Board of Education. (Both Boise State and Idaho State Universities have separate schools of vocational education.)

Coordination Between State Agencies

The existence of a single Board of Education over all public education and the sole State agency status of the Division of Vocational Education as an agency of the Board establishes a centralized coordinating mechanism for vocational education.

The status of the State Superintendent of Public Instruction as the ex-officio executive officer of the Board of Education represents a formal provision for coordinating the activities of the separate Division of Vocational Education and the State Department of Education.

Organizational History

No changes in the structure of the State governance system for vocational education have occurred since the passage of the Vocational Education Act of 1963.

Organization of Vocational Education Delivery System

Insitutions and Services*

Institutions: Vocational education in Idaho is offered in:

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*See "Introduction."

- Fifty (50) comprehensive high schools offering five or more programs in vocational education; and

- Six (6) postsecondary Area Vocational-Technical Schools, one administered by the State Board of Vocational Education and five administered by other institutions of higher education.

Services: Only the comprehensive high schools offer secondary level programs in vocational education. High schools also offer postsecondary certificate programs as well as some adult vocational education programs.

The postsecondary area schools in Idaho offer certificates and associate degrees in vocational education, at the discretion of the individual institutions, and adult vocational education programs. High school students are provided only minimal services in vocational education by postsecondary institutions.

Idaho has no Statewide program of articulation between secondary and postsecondary programs of vocational education, although provision exists for students completing secondary level programs in vocational education to receive advanced standing in postsecondary programs through performance testing.

It has been the policy of the State Board to promote the development of Area Vocational-Technical Schools in institutions of higher education so as to provide students with access to general as well as vocational education at the postsecondary level.

Regionalization and Coverage

Comprehensive High Schools: Idaho has provision for regionalized or interdistrict programs of vocational education at the secondary level. Two areas of the State presently have interdistrict vocational education programs. Some programs in vocational education are provided to students in 104 of Idaho's 105 high school districts, although only 23 (approximately 22 percent) of these school districts provide students with access to five or more different programs in vocational education.

Area Vocational-Technical Schools: For postsecondary vocational education Idaho is divided into six State planning areas, defined by State legislation enacted in 1963, which provide vocational education on a Statewide basis. The location of these institutions makes vocational education at the postsecondary level available within commuting distance of approximately 90 percent of the population of the State.

Administration

Comprehensive High Schools: Vocational education programs in comprehensive high schools are administered solely through local boards of education, each of which has independent taxing and bonding authority for secondary level programs.

Postsecondary Area Schools: Idaho's Area Vocational-Technical Schools are administered in three different ways.

Eastern Idaho Area Vocational-Technical School is an independent (i.e., free-standing) institution which is administered by the State Board and reports to the Division of Vocational Education.

Two of the Area Vocational-Technical Schools are administered by community colleges and, as such, are under the jurisdiction of the college president who reports to a five-member, locally-elected board of trustees.

Three of the area schools are located in State universities or four-year colleges and report directly to the college president who reports to the State Board of Education.

School districts and Area Vocational-Technical Schools do not tax for postsecondary vocational education programs.

Financing Facilities and Equipment for Vocational Education

Comprehensive High Schools: In regular high school districts the construction of facilities for both general and vocational education is funded 100 percent from local sources.

Equipment costs for vocational education are funded approximately 95 percent with local revenues, three (3) percent from State appropriated vocational education funds and two (2) percent from Vocational Education Act funds.

Area Vocational-Technical Schools: In the Area Vocational-Technical Schools approximately 71 percent of the construction funds are derived from the State Permanent Building fund while approximately 28 percent come from Economic Development Act funds. The remaining funds are secured from local sources. (The State Permanent Building Fund is maintained by legislative appropriations from a special income tax assessment.)

Equipment for postsecondary area schools is financed with State appropriated vocational education funds (75%) and Vocational Education Act funds (25%).

Financing Vocational Education Program Operating Costs

Comprehensive High Schools: Vocational education in secondary schools is supported with general State aid funds, Vocational Education Act funds, and local funds.

General State aid to education, including vocational education, in secondary schools is determined as the difference between the district's total budget allowance -- based on a weighted average daily attendance (times a sliding scale factor which gives greater weights to smaller schools) -- and the total local revenues secured from a statutorially established 22-mill district assessment and an 8-mill county assessment on adjusted valuation.

Vocational Education Act funds are allocated to school districts by formula as described in the State Plan.

Area Vocational-Technical Schools: All costs associated with vocational education programs in all Area Vocational-Technical Schools are financed 100 percent with State and Federal funds. In the one area vocational school administered by the State Board of Vocational Education this provision means that the total operating cost of the institution is financed with State vocational education funds. For the Area Vocational-Technical Schools attached to, and administered by, other institutions this provision applies only to the costs of the vocational education program.

Vocational Education Act funds are allocated to Area Vocational-Technical Schools under the provisions of the same general formula used in the allocation of Vocational Education Act funds to secondary schools. The formula for the allocation of Vocational Education Act funds to postsecondary institutions does not, however, include an "ability to pay" factor since these institutions have no local tax base.

14. ILLINOIS

State Governance of Vocational Education

State Agency(ies) with Vocational Education Responsibilities

In Illinois, institutions which operate vocational education programs supported with State and Federal funds report to the Department of Adult, Vocational and Technical Education in the State Department of Education, which regulates all vocational education at the secondary level and has vocational education program responsibility in postsecondary institutions. The Illinois Community College Board, which is part of the State's system of postsecondary education under the State Board of Higher Education, is operationally responsible for all community colleges. The Department of Adult, Vocational and Technical Education is, however, responsible for program coordination and planning for the vocational education programs at all levels.

The State Board of Education serves as the designated State Board for Vocational Education.

Coordination Between State Agencies

Coordination between vocational education in the secondary and postsecondary institutions occurs as a result of three practices.

First, by State statute, the State superintendent of education serves as a member on the Illinois Community College Board for purposes of maintaining liaison between the agencies under each Board.

Second, a Joint Coordinating Committee (established by statute in 1974 and made up of three members of the State Board of Education and three members of the Board of Higher Education) has been developed to coordinate educational programs which cut across all levels (including, but not limited to, vocational education). This joint education committee provides a formal vehicle for the coordination of the vocational education programs Statewide.

Finally, an informal, but historically close, program of cooperation has existed between the Department of Adult, Vocational and Technical Education and the Illinois Community College Board as a result of direct staff interaction between these agencies. For this purpose, the Illinois Community College Board also maintains a staff specialist in career education who serves as a "liaison" to the Department of Adult, Vocational and Technical Education to coordinate program planning and funding, etc. This cooperation has resulted in the joint development of programs of articulation and the coordination of program offerings at a local level.

Local funds for construction and equipment acquisition in a community college may be raised on the basis of either a bond issue -- which is passed in the amount of the difference between the total construction project and the amount pledged from other sources -- or through the accumulation of a cash reserve based on the accumulation of excess receipts from State and Federal operating revenues, tuition, etc. Community colleges have the authority to pass bond issues in the anticipation of undertaking a construction project, and can also levy a portion of their tax to accumulate a capital cash reserve. Some community colleges have built new facilities entirely with accumulated reserves and have not been required to pass a bond issue. In some instances community colleges have also built some of their facilities 100 percent with local funds and have used no funds from other sources.

Financing Vocational Education Program Operating Costs

Comprehensive High Schools and Area Vocational Centers: The operating costs of vocational education programs in Area Vocational Centers and comprehensive high schools are supported through a combination of Federal Vocational Education Act funds, State vocational education funds, and local funds. State and Federal funds together account for approximately 13 percent of the total operating costs of vocational education programs (6.5 percent from each source) and are used to reimburse vocational education programs at a rate determined by formula (as specified in the State Plan). Reimbursements are based on Carnegie units for courses which are approved on a program-by-program and course-by-course basis. The reimbursement rate for vocational education programs is determined on a basis of differential program costs (added cost formula) and manpower need; that is, State and Federal funds are used to reimburse programs only where there is demonstrated manpower demand.

Vocational education programs in Area Vocational Centers are reimbursed at a rate 50 percent higher than the rate applied similar program in a comprehensive high school. This provision is intended to promote the further development of Area Vocational Centers as the primary vehicle for the delivery of secondary level vocational education in the State of Illinois.

The local share of the operating cost of vocational education programs is shared by all school districts participating in an Area Vocational Center, on the basis of a "tuition" which is charged to each of the participating schools on the basis of the number of students from each school system participating in the Area Vocational Center program. A tuition rate for each Area Vocational Center is determined on the basis of the total cost of operating the center minus the total reimbursement from State and Federal funds divided by the total number of students participating in the program. Inasmuch as all State and Federal funds for the operation of vocational educational programs in Area Vocational Centers go directly to the center to reduce the "tuition" rate charged for each student, no State or Federal funds are reimbursed to the participating schools for students who attend the Area Vocational Center. General State aid

Organizational History

Prior to 1975, the Department of Adult, Vocational and Technical Education reported to a separate State Board of Vocational and Technical Education of which the elected State Superintendent of Education was the ex-officio executive officer. However, the Department was brought into the Department of Education by legislative action in 1975 at the same time the law was changed to provide for an appointed Superintendent of Education.

Prior to 1965, all vocational education at the secondary and two-year postsecondary levels was administered by local education agencies operated under authority of the State Department of Education. The Illinois community college system was established by State legislation in 1965 at which time all two-year postsecondary institutions were placed under the authority of the newly created Illinois Community College Board.

Organization of Vocational Education Delivery System

Institutions and Services*

Institutions: Vocational education in Illinois is provided in:

- Approximately six hundred (600) comprehensive high schools having facilities for five (5) or more different programs in vocational education;
- Thirty (30) shared-time Area Vocational Centers serving students at the secondary level on a regional basis; and
- Thirty-nine (39) community college districts, including a total of 51 campuses.

In addition, there exist approximately 80 joint agreement arrangements whereby schools cooperate with other high schools for the offering of programs not offered in their own institution or the Area Vocational Center by which they are served.

Several of Illinois' community colleges also offer instruction in vocational education to high school students in cooperation with local public schools as either advanced placement for advanced seniors or on a shared-time basis where the community college offers a program which is not available to students in the high school(s) or in the Area Vocational Center serving the area.

Services: Illinois' Area Vocational Centers have been developed to complement, rather than supplant, the occupational programs of the participating high schools. The planning procedures employed in the development of an Area

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*See "Introduction."

Vocational Center specifically required an identification of manpower needs and existing resources and a demonstration that the programs to be offered in the Area Vocational Center will not be offered in competition with programs provided in the participating high school districts. While the major emphasis of the programs of the Area Vocational Centers is in trade and industrial education, State Agency policy requires that all Area Vocational Centers must have a minimum of 15 programs in five different program areas (agriculture; business and marketing; health; home economics occupations; and industrial education).

The majority of Illinois' community colleges were initially begun as grade 13 and 14 programs of local school districts and were operated as junior colleges under the State Department of Education. The 1965 legislation establishing the Illinois Community College Board led to a shift in the mission of these institutions to place a major emphasis on vocational education. By statute, at least 15 percent of the program offerings in the community colleges must be in vocational education (exclusive of business education). At the present time approximately 50 percent of the enrollments in the community colleges are in vocational education. While limited by statute to the offering of postsecondary and adult programs, the community colleges offer both associate degree and certificate programs at the postsecondary level as well as extensive programs in adult education.

Regionalization and Coverage

Comprehensive High Schools: Approximately 436 of Illinois' 598 high schools offer 5 or more programs of vocational education making "comprehensive" offerings in vocational education available to 80 percent of all secondary school students.

Area Vocational Centers: Illinois' 30 Area Vocational Centers, each of which has been created by local initiative based on State Board policy implemented in 1965, provide vocational education on a shared-time basis to 11th and 12th grade students in 294 of Illinois' 578 public school systems and to 18 non-public school systems.

Community Colleges: Illinois' 39 community college districts were created by referendum (and are not coterminous with secondary school districts or other governmental units) and include approximately 95 percent of Illinois' population. However, all institutions serve students on a Statewide basis.

General: For purposes of State administration and planning, Illinois is divided into seven planning regions for vocational education (six general regions plus Cook County) and eight regions, plus the City of Chicago for community colleges.

The seven regions for vocational education are administrative regions each of which has a regular staff member from the Department of Adult, Vocational and Technical Education who is responsible for the coordination of program planning and for program approval and evaluation.

The nine planning regions for community colleges were initially established by the Illinois Community College Trustees Association with the concurrence of the Illinois Community College Board and provide a basis for regional planning for postsecondary vocational education.

Administration

Comprehensive High Schools: Comprehensive high schools serving students from a single school district as well as those serving students from multiple school districts under the provisions of joint agreements are each regulated by independent school districts, all of which have taxing and bonding authority.

Area Vocational Centers: The Area Vocational Centers of Illinois are each regulated by a single school district or the regional superintendent* of an "educational service region" and provide regional services on the basis of "joint agreements" which are entered into by participating school districts at the time of creation of the Area Vocational Center. Area Vocational Centers are operated under two administrative structures. Twenty-five (25) of the 30 Area Vocational Centers are operated by a regular school district while five are administered by regional superintendents.

When Area Vocational Centers are directed by a regular school district, the Area Vocational Center has an "administrative advisory council" which is composed of a superintendent and one board member from each of the participating districts. This council serves, in effect, as the "Board of Education" for the Area Vocational Center. While the administrative advisory council has no formal authority over the Area Vocational Center, the responsiveness of the administering school district to the recommendations of the administrative advisory council are assured by the Department of Adult, Vocational and Technical Education through its control of the State and Federal funds being provided to the Area Vocational Center.

In the five instances in which the Area Vocational Center is controlled by the regional superintendent, the Area Vocational Center has a "Board of Control" composed of the superintendent or board members of the participating districts. This board serves in an advisory capacity, but, as in the case of Area Vocational Centers directed by regular school districts, it is assured of a direct impact on the operation of the Area Vocational Center by virtue of State Agency fiscal controls over State and Federal funds.

Local revenues for the support of Area Vocational Centers are derived from the participating school districts. Area Vocational Centers have no independent tax base or bonding authority.

Community Colleges: Each of Illinois' community colleges is established as an independent school district, having full taxing and bonding authority and administered by a locally elected* board of trustees which has responsibility for all administrative and management decisions.

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*The "regional superintendent" is a carry over from Illinois' earlier "county superintendent" structure. There are now 78 "regional superintendents" but under new legislation this number will be reduced to 57 by 1979.

Financing of Facilities and Equipment for Vocational Education

Comprehensive High Schools: All facilities and equipment for vocational education in comprehensive high schools are funded 100 percent with local funds. No Vocational Education Act funds or State vocational education funds are committed directly to the support of construction or equipment acquisition projects in comprehensive high schools.

Area Vocational Centers: Prior to 1972, the construction of Area Vocational Centers was supported by the combination of local and Vocational Education Act Funds, with the majority of the funds being provided by local revenues.

In 1972, the State of Illinois passed a bond issue of $20 million which has provided State funds for Area Vocational Center construction. State funds now account for either 40, 50, or 60 percent of the total construction cost of an Area Vocational Center, depending on the reimbursement rate established for the Area Vocational Center "district." Originally, the State share of the construction cost was determined on the basis of need as established by the funding formula for vocational education reported in the State Plan. The school districts participating in the establishment of an Area Vocational Center could, therefore, identify the local education agency which would serve as the fiscal agent for the Area Vocational Center. This enabled the participating schools to identify as the fiscal agent the local education agency which could qualify for the highest reimbursement rate. Presently, however, the State reimbursement for Area Vocational Center construction is established as the average reimbursement rate of the school districts involved in the Area Vocational Center program.

Local funds for the construction of an Area Vocational Center may be provided independently by one of the local education agencies or may be shared by all in accordance with the provisions of the joint agreement creating the Area Vocational Center program. In most cases the construction costs are shared among the participating districts on the basis of total populations. However, in one case, costs were shared on the basis of secondary enrollments.

Local funds for Area Vocational Center (and community college) construction are transferred by the local education agencies to the Capital Development Board which has responsibility for all construction projects in Illinois. Funds from local bond issues (which must be passed only in the amount of funds not committed from State or other sources) are put in trust with the State Bonding Commission. The Capital Development Board pays all construction costs, first using local funds and, when these are exhausted, completing the project with State funds.

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*Except in Chicago where the board of trustees is appointed by the city and in the Community College of East St. Louis where the board of trustees is appointed by the governor.

Equipment in Area Vocational Centers is funded with the combination of Vocational Education Act funds and local funds. The percentage of the cost paid by Vocational Education Act funds is determined on the basis of the same formula used to establish the State's share of a construction project. Unlike construction, however, equipment is purchased by the local school district and the fiscal agent for the school is reimbursed with Vocational Education Act funds by the Department of Adult, Vocational and Technical Education. State funds and Vocational Education Act funds used to support the operation of the Area Vocational Center may also be used to purchase equipment.

In the acquisition of initial equipment for an Area Vocational Center, Vocational Eduction Act funds are pledged in the amount determined at the time of program approval. The replacement of equipment is funded in accordance with the same formula used for new equipment. Local education agencies may not receive the entire amount to which they are "entitled" on the basis of this formula though, because funds for equipment replacement are allocated on a prorated basis depending on the availability of funds and the requests for equipment.

Community Colleges: Facilities for community colleges are funded through a combination of local, State and Federal sources. By statute, a minimum of 25 percent of the construction costs of a community college must be paid from local sources. At present, construction cost of community colleges is supported approximately 42 percent with local revenues, 45 percent with State revenues, and 13 percent with Federal funds, none of which are presently Vocational Education Act funds, although these funds have been used for community college construction projects in the past.

State funds for construction of facilities in community colleges are provided at the same rate (i.e., dollars per square foot) for vocational and academic (et al.) space, but the amount represented by State funds is based on institutional entitlements determined on the basis of square footage requirements of the programs being offered. At present, reimbursement for vocational education facilities is determined on the basis of 130 square feet per vocational full-time equivalent student, and 110 square feet per academic full-time equivalent student. This differential reimbursement rate, combined with the priority given to the funding of vocational education facilities, has encouraged the expansion of vocational education in community colleges.

Equipment for vocational education programs in community colleges is provided from local funds and State vocational education funds provided by the Department of Adult, Vocational and Technical Education. By policy of the Board of Higher Education, State funds are not used for the acquisition of moveable equipment and supplies in community colleges.

Local funds for construction and equipment acquisition in a community college may be raised on the basis of either a bond issue -- which is passed in the amount of the difference between the total construction project and the amount pledged from other sources -- or through the accumulation of a cash reserve based on the accumulation of excess receipts from State and Federal operating revenues, tuition, etc. Community colleges have the authority to pass bond issues in the anticipation of undertaking a construction project, and can also levy a portion of their tax to accumulate a capital cash reserve. Some community colleges have built new facilities entirely with accumulated reserves and have not been required to pass a bond issue. In some instances community colleges have also built some of their facilities 100 percent with local funds and have used no funds from other sources.

Financing Vocational Education Program Operating Costs

Comprehensive High Schools and Area Vocational Centers: The operating costs of vocational education programs in Area Vocational Centers and comprehensive high schools are supported through a combination of Federal Vocational Education Act funds, State vocational education funds, and local funds. State and Federal funds together account for approximately 13 percent of the total operating costs of vocational education programs (6.5 percent from each source) and are used to reimburse vocational education programs at a rate determined by formula (as specified in the State Plan). Reimbursements are based on Carnegie units for courses which are approved on a program-by-program and course-by-course basis. The reimbursement rate for vocational education programs is determined on a basis of differential program costs (added cost formula) and manpower need; that is, State and Federal funds are used to reimburse programs only where there is demonstrated manpower demand.

Vocational education programs in Area Vocational Centers are reimbursed at a rate 50 percent higher than the rate applied for a similar program in a comprehensive high school. This provision is intended to promote the further development of Area Vocational Centers as the primary vehicle for the delivery of secondary level vocational education in the State of Illinois.

The local share of the operating cost of vocational education programs is shared by all school districts participating in an Area Vocational Center, on the basis of a "tuition" which is charged to each of the participating schools on the basis of the number of students from each school system participating in the Area Vocational Center program. A tuition rate for each Area Vocational Center is determined on the basis of the total cost of operating the center minus the total reimbursement from State and Federal funds divided by the total number of students participating in the program. Inasmuch as all State and Federal funds for the operation of vocational educational programs in Area Vocational Centers go directly to the center to reduce the "tuition" rate charged for each student, no State or Federal funds are reimbursed to the participating schools for students who attend the Area Vocational Center. General State aid funds, computed by formula for each school district based on weighted average daily attendance and a foundation aid rate, may, however, be used to support the "local" share of the cost of vocational education programs in Area Vocational Centers.

Adult programs in vocational education offered in comprehensive high schools and in Area Vocational Centers are funded in accordance with the same formula as used for the distribution of State and Federal funds for general secondary vocational education programs, but are based on contact hours rather than Carnegie units for instruction.

Community Colleges: The operating costs of vocational education programs in community colleges are paid through a combination of State, Federal and local funds and tuition. During the early development of the community college system the Vocational Education Act provided a substantial portion of the start-up funding for vocational education programs. However, the use of these funds has been reduced significantly in recent years.

By statute, tuition cannot exceed one-third of the total operating cost of the educational programs in community colleges.

Prior to 1973, the basic program of State support for vocational education programs in community colleges was the same as that for academic transfer programs. However, in addition to the "basic" State reimbursement for all educational programs, a State vocational education supplement was provided from State funds.

In 1973, the General Assembly established a flat grant reimbursement rate for all programs (but also provided for supplementary equalization funding for certain qualifying districts).

Beginning in 1977, State apportionment funds for vocational education programs in community colleges will be reimbursed to institutions on the basis of differential rates which have been established for each course.

Based on the new funding procedures educational programs in community colleges will be supported approximately 20 percent with tuition; 30 percent with local funds; 5 percent with Federal funds (2 percent of which are Vocational Education Act funds); and 45 percent with State funds.

Tuition rates for all programs in community colleges are uniform Statewide, and no provision exists for a differential tuition rate for students residing in and outside the district sponsoring the community college. However, for students attending a community college but not residing in the sponsoring district, a "charge-back" is made to the school district in which the student resides.

For purposes of providing the funding of this "charge-back," the 43 public school districts which are not participants in community college districts have two procedures for funding the "charge-back." Thirty-five of these high school districts provide for "charge-back" in their annual budgets, while eight levy a special tax, which is accrued in accounts specifically used for the payment of "charge-backs" to community colleges attended by students residing in their school district.

Since students attending a community college are not required to declare a program major or program of enrollment, no distinction is made between "adult" students and "regular" students so no provision exists for differential tuition or fees or differential State support of community college programs.

15. INDIANA

State Governance of Vocational Education

State Agency(ies) with Vocational Education Responsibilities

All vocational education in public institutions in Indiana is coordinated by the State Board for Vocational and Technical Education, an independent agency having responsibility for all vocational education policy, planning and program approval and, in varying degrees, funding authorization. The executive officer of the State Board of Vocational and Technical Education serves as the State Director of Vocational Education.

Instructional programs in vocational and technical education are provided in institutions operated under the aegis of two separate educational systems; secondary schools, which operate under the authority of the Department of Public Instruction; and postsecondary institutions under the authority of the Commission for Higher Education. Both of these systems operate vocational and technical education programs through contracts and agreements with the State Board of Vocational and Technical Education.

Coordination Between State Agencies

By law, the Commissioner for Higher Education and the Superintendent for Public Instruction are designated as ex-officio members of the State Board of Vocational and Technical Education and alternate as chairman of the Board. This legislative mandate is intended to promote both the coordination and cooperation of these systems and the development of formal relationships between the independent State Board for Vocational and Technical Education and the secondary and postsecondary educational systems through which vocational and technical education services are delivered.

Organizational History

Indiana's State Board for Vocational and Technical Education was established as an independent authority by legislative action in 1965. Prior to that time the General Commission of the State Board of Education had served as the designated State Board for Vocational Education.

Authorizing legislation for the Indiana Vocational-Technical College, the principal delivery system for postsecondary vocational and technical education, was enacted in 1963, but the system was not actually started until 1966. Prior to that time all programs in vocational education at the postsecondary level had been provided by secondary school systems and the State's colleges and universities.

Organization of Vocational Education Delivery System

Institutions and Services*

Institutions: Vocational education in Indiana is provided in:

- Eighty-six (86) comprehensive high schools having facilities for five or more different programs in vocational education;
- Thirty-eight (38) cooperative area programs serving two or more school corporations, twenty-three (23) of which are operated in central facilities and the remainder through shared-time programs; and
- Thirteen (13) regional campuses of the Indiana Vocational-Technical College system.

Services: Comprehensive high schools and area vocational programs all provide instruction in vocational education to secondary school students and to adults, including non-degree postsecondary programs. In several instances, programs are offered to students at the secondary and postsecondary (adult) level in the same institution and at the same time.

The Indiana Vocational-Technical College (Ivy Tech) offers (degree) postsecondary and adult vocational education programs. To date, however, there have been no instances in which the secondary school students have been served by the vocational programs in institutions administered by the Indiana Vocational-Technical College system although there are several instances in which secondary agencies have contracted with private postsecondary institutions to provide services in vocational education to secondary school students.

While the secondary and postsecondary operate independently, there are extensive programs of cooperation and joint utilization of resources.

Both the secondary and postsecondary delivery systems for vocational and technical education in Indiana place a premium on "vocational" as opposed to "technical" education. By Board policy, the Indiana Vocational-Technical College system is concerned solely with preparation for job entry and does not seek to develop college transfer programs. However, programs offered through the "Ivy Tech" system are comprehensive educational programs which include a liberal arts program as a requirement for an associate degree.

At the present time there exists no Statewide program of articulation between secondary and postsecondary programs in vocational education offered through the comprehensive high schools and area vocational centers. However, there are several models currently being developed to articulate programs between area centers and Indiana Vocational-Technical College.

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*See "Introduction."

Credit for completion of an "Ivy Tech" program may be awarded by State colleges and universities at the discretion of the granting institution.

"Ivy Tech" also makes extensive use of local high school facilities for some of its programs because the Board has decided that each of the 13 regions of the State should have only one administrative center.

Indiana has one area center which will accept students from Michigan when programs are not filled by students from participating school corporations within its service area.

The State universities and colleges also offer certificate and associate dgree programs at the postsecondary level.

Regionalization and Coverage

Comprehensive High Schools and Area Vocational Programs: At the secondary level, Indiana is divided into 48 planning and educational service delivery regions. These regions were created in 1970 by a resolution of the State Board of Vocational and Technical Education to enhance the planning of vocational education. These regions are not, however, coterminous with other districts for general State planning, although they do fall within the districts developed for such planning. These regions were originally created by the State agency with the "advice and consent" of the school districts included in each, and had as their purpose the development of planning regions for the joint development of vocational education. The resolution establishing these regions provided that any school corporation could petition to change districts for the purposes of better planning.

Thirty-eight (38) of these 48 planning districts are now served by an area vocational program -- 23 by a central facility and the remainder (15) through shared-time programs. These programs now serve 300 of the 304 school corporations in Indiana.

Indiana Vocational-Technical College: At the postsecondary level Indiana is divided into 13 service areas for vocational and technical education provided through the Indiana Vocational-Technical College system. These regions exist solely for purposes of "local" planning and program delivery but do not constitute formal "districts" for vocational education services inasmuch as each of the institutions is open to enrollment by students from throughout the State.

Administration

Comprehensive High Schools: Vocational education programs offered by independent school corporations (i.e., vocational education programs operated through and administered within comprehensive high schools) are under the independent authority of the school corporation of the individual school district. Independent school corporations have taxing authority but do not have bonding authority.

Area Vocational Programs: For vocational education programs in secondary institutions operated on a regional basis, two types of administrative units exist, "cooperative area programs" and "fiscal agent" programs. Regional occupational programs do not operate as independent educational programs but represent shared programs coordinated by a vocational director.

Cooperative Area Programs: At present, six of the 38 area vocational programs are operated as "cooperative area programs" in which two or more school districts, by vote of the school board and without the requirement for popular referendum, create an independent school corporation for purposes of the construction and operation of a vocational education institution. The new school corporation thus created is administered by a board composed of representatives of the boards of the participating school corporations.

Of these cooperative programs, one currently sets a tax levy against the participating school district, while the operation of the remaining five is financed through an assessment against the participating school corporation which is collected by the participating districts.

For the one cooperative program which operates on the basis of a tax levy, the tax is uniform across all participating school corporations independent of participation in the cooperative area program. In the five cooperative area programs operated on the basis of an assessment, the assessment against each participating school corporation is based on either: (a) a prorated cost of the services based on participation rates; or (b) a prorated cost of the total program cost based on the population of the participating school districts.

Fiscal Agent Programs: The remaining area vocational programs which function on the basis of the "host" school area vocational center concept, are owned and operated by a single school corporation which independently builds and operates an area vocational center and "sells services" to schools within the participating school district. While such an area center is owned and operated by a regular school corporation, the area center component of such a system must be operated separately for purposes of fiscal controls and reporting. In most cases such programs are supported on a joint basis with the cost of program operation prorated over all students and paid for by the participating school corporations on the basis of the number of students served from each.

Indiana Vocational-Technical College: The Indiana Vocational-Technical College system operates as a State system which is administered centrally. However, each regional institute has a local board of trustees which makes local policy within the guidelines established by the Board of Trustees of the system as a whole.

Financing Facilities and Equipment for Vocational Education

Indiana statute specifically prohibits governmental units of the State from engaging in the deficit financing of capital projects. As a consequence, no provision exists for the funding of construction and equipment acquisition through the passage of State or local bonds. However, provision does exist for the creation of an independent "quasi-private" foundation or other authority to construct facilities on behalf of schools. This provision is utilized for the construction of facilities and acquisition of equipment for both the secondary and postsecondary systems as described below.

Comprehensive High Schools and Area Vocational Programs: In the construction of both comprehensive high schools and area vocational centers, the school corporation(s) desiring to engage in construction and capital equipment acquisition projects creates a special separate "corporate authority" to pass bonds and build a facility which the school corporation(s) rents from this authority. The rents paid to this authority then constitute the resources used for the retirement of the bonds used in the construction of the facility.

In addition, there exists a statutory provision for the development of two forms of local tax funds to provide for facilities construction. First, local authorities have the power to accumulate funds in a "sinking fund" through taxes authorized by the vote of the participating district to accumulate funds prior to the initiation of a construction project. Second, provision exists for local agencies to pass a capital retirement fund levy subsequent to a construction project. State legislation makes specific provision for the tax rate limitations which may be imposed on either of these levys.

While no provision exists for the direct expenditure of State funds for school construction and operating costs, one portion of the formula for State reimbursement of education costs (described in the following section) includes a capital budget factor which provides for indirect investment of State funds in construction projects.

Vocational Education Act funds also have been used for the support of construction projects in area vocational centers but not in comprehensive high schools, which are 100 percent locally funded. The actual amount of such funds has varied from an initial high of 75 percent of the total construction cost to approximately 10 percent of construction and equipment-acquisition cost at the present time. The percentage of the project cost paid from Vocational Education Act funds is based on an annual evaluation of project requirements and the availability of funds. Generally, Vocational Education Act funds are limited to the building and permanent fixed equipment with a requirement that local education agencies provide the funding for land and fees, etc. The major use of Vocational Education Act funds is now for the acquisition and replacement of equipment in vocational schools.

Indiana Vocational-Technical College: The Indiana Vocational-Technical College system created the Ivy Tech Foundation which constructs facilities that are then leased by the college system for program operation. The Ivy Tech Foundation, a "not for profit" corporation, has the ability to issue bonds against revenues anticipated from leases entered into with the college. It also has the ability to receive private donations and to borrow against resources owned by the Foundation. Under the original statutes for the Indiana Vocational-Technical College system, there was no provision for the system to engage in long term facility leases. However, this provision was altered to enable Ivy Tech to lease facilities from the Ivy Tech Foundation on a long term basis, thus providing the guaranteed revenue for the retirement of bonds issued by the Ivy Tech Foundation.

Ivy Tech also receives capital construction and equipment funds from legislative appropriations.

Financing Vocational Education Program Operating Costs

Comprehensive High Schools and Area Vocational Programs: Educational programs in the secondary schools are supported from two funding sources: (a) a State school district aid formula which provides for a basic program support fund on a total head count of students; and (b) a supplemental vocational education support program.

The basic program support is now $1,075 per student. The State legislation requires that every school district must tax $300 per student toward this total tax. However, Indiana local property taxes were frozen in 1973, while the basic support level per head count student has increased. Therefore, it has been necessary for the State to provide the additional cost for all instructional programs based on a basic grant equalization formula.

In addition to the basic educational grant provided from State general education funds, there exists a supplemental vocational education support program under which local programs of vocational education were supported with an added cost allocation based on individual program operating costs. Initially, the pool of resources for the funding of the added cost of vocational education programs was provided from State and Vocational Education Act funds based on approximately 70 percent State and 30 percent Vocational Education Act funds. Presently, however, the added cost reimbursement resource pool is based on 100 percent State funds, while Vocational Education Act funds are allocated specifically to program start-up and improvement and the acquisition of new equipment for existing programs.

No provision exists for the State funding of postsecondary and adult education programs in the secondary schools and area vocational centers. These programs are supported in part with tuition, fees, local funds, and some supplemental funds provided by the State Board of Vocational and Technical Education.

Indiana Vocational-Technical Colleges: The entire operating costs of the Indiana Vocational-Technical College system are supported by legislative appropriations supplemented by student fees and, for out-of-State students, a tuition charge. At present, the legislatively authorized budget is based on the fiscal support of the system as a whole and not on the budget of the individual regions. Ivy Tech's budget is determined as a "base budget" (not zero based budget) under which the college is usually assured of the receipt of at least as much money as was authorized in the previous year.

In addition to State funds, Ivy Tech receives some Vocational Education Act funds from the State Board of Vocational and Technical Education. These funds can be provided for four purposes: new program startup funds based on one academic cycle of the program; equipment reimbursement based on approved equipment lists; program reimbursement based on student enrollments; and special projects and grants based upon a proposal system. Program reimbursement funds authorized from this Act are provided to the Ivy Tech system on the basis of a fixed rate per contact hour of approved vocational instruction. Under present provisions, Vocational Education Act funds are transferred to the Ivy Tech system "after the fact" in a block reimbursement in which each year's transfer is based on services provided during the prior year (i.e., funds for the Vocational Education Act are received and used based on services provided in the preceding year). This system is now being phased out in favor of a program of funding specific programs and specific services.

16. IOWA

State Governance of Vocational Education

State Agency(ies) with Vocational Education Responsibilities

Vocational education in Iowa is administered through two educational systems, the regular secondary education system, and the "merged area schools" which provide instruction at (primarily) the postsecondary level. Both educational systems provide vocational education in accordance with policies established by the Area School and Career Education Branch of the State Department of Public Instruction and the State Board of Education. The State Board of Education serves as the designated State Board of Vocational Education.

Iowa's educational system is a locally oriented system in which the State Department of Public Instruction exercises minimal direct control over educational programs and the operation of individual institutions. Therefore, the role of the Area School and Career Education Branch is primarily one of assisting in program development, program approval, funding, program evaluation and reporting.

Coordination Between State Agencies

All vocational education programs in Iowa's public schools are offered under the authority of the Area School and Career Education Branch and the State Department of Public Instruction. Therefore, no program of interagency coordination is required.

Organizational History

With the exception of the enactment of enabling legislation for the creation of "area vocational schools and community colleges" and the creation, in 1965, of an office to oversee the operation of the merged area schools, no significant changes have occurred in the organization of the State agency for vocational education since the passage of the Vocational Education Act of 1963.

Organization of Vocational Education Delivery System

Institutions and Services*

Institutions: Vocational education in Iowa is provided in:

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*See "Introduction."

- Eight (8) comprehensive high schools which have facilities for five or more different programs in vocational education; and

- Fifteen (15) merged area schools which operate 26 campuses and a total of 35 attendance centers.

In addition to the high school programs and merged area school vocational education programs, Iowa has provision for the creation of regional occupational programs, shared-time programs organized by two or more school districts on a cooperative basis. However, the number of these arrangements varies on an annual basis inasmuch as the majority of such cooperative programs are developed on an ad hoc basis.

In 1965, Iowa enacted legislation to provide for not less than two (2) nor more than 20 two-year postsecondary merged area districts which would provide two-year postsecondary education on a statewide basis. This law resulted in the merger of the existing "junior colleges" and the construction of additional institutions to create a system of 15 merged area schools operated by local merged area school boards as grade 13 and 14 programs. Several "merged area centers" also provide vocational education to students at the secondary level on a "jointly administered" contract basis, although this is not a common practice.

Services: Iowa's merged area schools offer instructional programs primarily at the postsecondary level (degree, certificate and diploma programs) as well as adult vocational education programs and some programs of instruction to secondary school students.

Of the 15 merged area schools, two offer solely vocational education programs (i.e., they offer no academic transfer programs), while the remaining 13 offer both vocational education and academic transfer programs.

Most of Iowa's comprehensive high schools offer vocational education to secondary school students. Four school districts offer adult vocational education. Other adult vocational education offered in local school districts throughout the State is administered through the merged area schools.

At the present time, an effort is being made to develop articulation between secondary and postsecondary vocational education programs on a Statewide basis.

Regionalization and Coverage

Comprehensive High Schools: At the secondary level, no formal program of regionalization exists in Iowa, inasmuch as each of the 449 school districts operates as an independent entity.

While provision exists for student exchange programs among high schools at the secondary level, and between secondary and postsecondary institutions, this is not a widely employed practice.

Merged Area Schools: Iowa legislation initially made provision for the 15 "merged area school" regions but these systems were actually established by cooperative agreements between participating school boards. Merged area school educational programs were established on the basis of school district lines, population base (total number of secondary school students), and the tax base necessary for the two (2) mill operating levy permitted the institutions to provide an adequate base for program operations.

The boundaries of these merged area school regions are not fixed by legislation or contract. Individual local school districts may vote to change districts on an annual basis. While this practice is uncommon, it has occurred.

Iowa statute requires that a merged area attendance center be established for any town having a population in excess of 50,000.

General: Iowa also has a regionalized program of "area education agencies" (AEA's), a system for providing services which individual school districts could not independently afford. The AEA's exist as a part of the Department of Public Instruction, but their functions are based on the needs of the districts they serve. AEA boundaries are coterminous with the 15 merged area school regions, but AEA's have no legal authority over the merged area schools or the secondary schools within the AEA. Rather, AEA's function as coordinating agencies for in-service training, joint program development, program planning (for special needs programs, etc.), etc. The AEA's are intended primarily to serve secondary school districts within each region. However, through informal agreements, the merged area schools also share in certain services and participate in certain aspects of the program planning. The Area Education Agency system was initiated in 1975 to supersede the "county unit" which, until that time, provided for shared services on a larger than school district level.

Administration

Comprehensive High Schools: At the secondary level, all educational programs are administered by independent local boards of education which have full bonding and taxing authority.

Merged Area Schools: The merged area schools are administered by a locally elected board of directors which has responsibility for planning and program development within each region. Merged area schools have taxing authority; however, inasmuch as their basic tax levy limit includes provision for accrual for a capital outlay fund, they have no direct bonding authority.

Financing Facilities and Equipment for Vocational Education

All facilities and capital equipment for vocational education in comprehensive high schools and merged area schools are funded 100 percent with local funds.

While, on occasion, special legislative appropriations funds have been used for facilities construction and equipment acquisition, the use of such funds is not a common practice. Limited State funds have been used for educational facility construction in merged area centers only.

The State has elected to provide minimum support for facilities construction based on the fact that (a) merged area centers have the capacity to build a cash pool for construction and equipment program funding, and (b) the State has limited resources for the support of educational facilities construction.

It has been the policy of the State Board of Public Instruction to utilize all Vocational Education Act funds for program operation rather than for construction and equipment acquisition.

At the secondary level, local school districts have the authority to bond for school construction or to establish a cash-accrual sinking fund with a two and one-half (2-1/2) mill capital acquisition levy.

At the postsecondary level, merged area centers have the authority to develop a cash-accrual sinking fund with a three-quarter (3/4) mill levy for capital projects.

The differences in the authorized tax rate between secondary and merged area centers are based on the fact that merged area centers have a substantially larger tax base and, therefore, a three-quarter (3/4) mill levy for merged area centers represents a significantly larger tax income than does the two and one-half (2-1/2) mill for secondary school districts.

Financing Vocational Education Program Operating Costs

Comprehensive High Schools: Vocational education programs in secondary schools are funded with a combination of Federal, State and local funds. Federal and State funds are reimbursed to secondary schools by program on a formula designed to provide Federal and State support for teacher salary (limited to that portion of the teacher's time devoted to vocational education) and teacher travel as required. However, reimbursement has been established at a rate sufficient to provide indirect support for the acquisition of materials and supplies for vocational education programs.

At the secondary level, vocational education is also supported with general education funds under the State general aid program which reimburses local education based on average daily attendance (ADA). The reimbursement rate for general education ADA's varies on a district by district basis depending on local wealth and ability to pay, as well as on annual legislative appropriations.

In instances in which secondary school districts contract for services from merged area schools, the program of instruction is approved and funded through the local school district which grants credit toward high school graduation.

Merged Area Schools: Vocational education programs in merged area schools are supported with Vocational Education Act funds, State vocational education funds, State general education funds, local fees, tuition, and other general revenues.

Federal and State vocational education funds, provided to merged area schools in the ratio of approximately 26 percent Federal to 74 percent State, account for approximately 15 percent of the total cost of merged area center programs. The remaining cost of such programs is derived from tuition, 10 percent; local tax revenues (raised on the basis of a three-quarter (3/4) mill [maximum] operating levy), 11 percent; State general revenues, 40 percent; and funds secured from fees and other sources, including Federal, 24 percent.

Legislative appropriations for education are authorized in three separate categories: (a) general State aid for secondary schools; (b) general vocational education funds, which include separate appropriations for secondary and postsecondary programs; and, (c) general aid for academic postsecondary programs.

Federal Vocational Education Act and State vocational education funds are allocated to postsecondary institutions on a formula basis which accounts for both direct and indirect costs, i.e., includes a provision for the differential costs for individual programs of instruction. Approximately 95 percent of Iowa's Vocational Education Act basic grant appropriations is used for the support of postsecondary vocational education programs.

17. KANSAS

State Governance of Vocational Education

State Agency(ies) with Vocational Education Responsibilities

Vocational education programs in Kansas' secondary and postsecondary institutions are administered through the State Department of Education under the authority of the State Board of Education, which serves as the State Board for Vocational Education.

Educational programs in secondary schools, Area Vocational-Technical Schools and community colleges are administered through a State administrative structure which integrates vocational education services with other educational services. Thus, vocational education is not under the administrative responsibility of a separate State agency for vocational education as it is in most States. Rather, vocational education is the responsibility of multiple operating units within the Department of Education.

Within the State Department of Education, there is an administrative section for vocational education under the Division of Educational Services which serves as the "division of vocational education" for purposes of coordinating program planning and evaluation and the administration of Vocational Education Act funds.

Coordination Between State Agencies

Prior to 1976, the sole State agency status of the Division of Vocational Education represented the only formal provision for vocational education program coordination between agencies and institutions. Under the new agency organization, programs of vocational education offered in secondary and postsecondary institutions are coordinated by State Board policy and the Commissioner of Education.

Organizational History

Prior to 1968, vocational education was administered under the authority of a separate State Board for Vocational Education which was constituted from the same members who sat as the State Board of Education. Until 1968, all programs of vocational education were under the administrative authority of the State Board of Vocational Education, and the State Board of Education, (which now serves as the State Board of Vocational Education) was appointed by the Governor. The Division of Vocational Education was made a part of the Department of Education under the provisions of 1968 legislation which also made the State Board of Education an elected Board.

Organization of Vocational Education Delivery System

Institutions and Services*

Institutions: Vocational education in Kansas is provided in:

- Twenty-four (24) comprehensive high schools having facilities for five or more different programs in vocational education;
- Fourteen (14) Area Vocational-Technical Schools; and
- Nineteen (19) community junior colleges.

Four of Kansas' Area Vocational-Technical Schools are formally organized as multi-district institutions, although all engage in contract programs with other school districts.

Services: Vocational education administered by unified school districts serves only secondary students and adult education programs, while Kansas' Area Vocational-Technical Schools offer shared-time programs of vocational education at the secondary level and full-time programs of vocational and technical education to postsecondary students. (One of Kansas' community junior colleges operates an Area Vocational-Technical School exclusively for postsecondary programs.)

Postsecondary vocational education offered in the Area Vocational-Technical Schools is limited to certificate programs, while programs offered in the State's community junior colleges lead to both degree and certificate programs. (In several instances, Area Vocational-Technical Schools provide vocational instruction to community college students in programs which are not available at the community college.)

Kansas' Area Vocational-Technical Schools, which are organized on a joint basis to serve students from participating secondary schools, have been developed primarily to offer vocational education in the more expensive and specialized programs of trade and industrial education, although all types of vocational education programs are found in Area Vocational-Technical Schools.

Postsecondary programs of vocational-technical education offered in the Area Vocational-Technical Schools and community junior colleges differ in that Area Vocational-Technical Schools offer skill-development programs only, whereas vocational programs in the community junior colleges include both skill development and academic components.

Vocational education programs in the community junior colleges are generally not intended to be transfer programs. However, at the option of the individual institution, colleges and universities of Kansas may give university credit for the completion of postsecondary vocational-technical education programs at either the community junior colleges or Area Vocational-Technical Schools.

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*See "Introduction."

Regionalization and Coverage

Comprehensive High Schools: At present, approximately 255 of Kansas's 307 unified school districts offer programs in vocational education. However, only twenty-four (24) of these unified school districts administer high schools offering more than five vocational education programs.

Area Vocational-Technical Schools: Only four of Kansas' 14 Area Vocational-Technical Schools have been formally organized to provide services as "regional" school districts. The remaining Area Vocational-Technical Schools are operated by a single unified school district, but provide services on a shared-time basis through "contracts" with other unified school districts. These programs are best characterized as "host school -- service region" programs.

Community Junior Colleges: Kansas's 19 community junior colleges each exist as independent school districts established on a county basis. Nineteen of Kansas' 105 counties currently administer community junior colleges. However, enrollment in any community junior college is open to students from throughout the State.

Administration

Comprehensive High Schools: Vocational education in each of Kansas's comprehensive high schools is administered by an independent board of control which has full taxing and bonding authority for the construction and operation of educational institutions.

Area Vocational-Technical Schools: Area Vocational-Technical Schools are administered by two types of administrative structures, referred to as "Type I" and "Type II."

"Type I" Area Vocational-Technical Schools are independent vocational-technical schools administered by the board of control of a single unified school district which establishes and operates the Area Vocational-Technical School.

"Type II" Area Vocational-Technical Schools are administered by a board of control made up of one member of the board of control of each of the participating unified school districts. "Type II" Area Vocational-Technical Schools exist as independent school districts and as independent fiscal agents for purposes of receipt of Federal and State vocational education funds. However, they have no independent taxing or bonding authority.

Financing Facilities and Equipment for Vocational Education

Comprehensive High Schools and Community Junior Colleges: The entire construction cost of vocational education facilities in the high schools in unified school districts and in community colleges is paid with local funds.

Local funds required for the purposes of constructing school facilities for vocational education are secured either through bond issues or through the accrual of a cash reserve built up through the accumulation of funds secured from a local vocational education program assessment (which is legislatively limited to two (2) mills) or through the accumulation of funds allocated as operating funds from State and Federal sources. While all unified school districts have the authority to bond, only Type I Area Vocational-Technical Schools (as part of the Unified School District) have bonding authority.

Community junior college districts have the authority to bond locally and construction funds for community junior colleges are secured through both bonds and cash reserve accruals.

Area Vocational-Technical Schools: From 1964 through 1968, Vocational Education Act funds were used to match 50 percent of the cost of Area Vocational-Technical School construction. Between 1969 and 1977, Area Vocational-Technical School construction projects were funded primarily with local funds and funds provided by the Ozark Regional Commission.

To the extent that school systems may use funds accrued in a cash reserve to support the construction and equipping of vocational schools, State and Federal funds provided to institutions through the State aid program constitute an indirect commitment of State and Federal funds to Area Vocational-Technical School construction and equipment acquisition.

In 1977, the Kansas legislature appropriated $2,000,000 for the construction of Area Vocational-Technical Schools. These funds are to be appropriated to individual schools for capital outlay purposes on the basis of priority of need and applications submitted to the Department of Education. These funds represent the first direct commitment of State funds to vocational facility construction and equipment acquisition.

Financing Vocational Education Program Operating Costs

Comprehensive High Schools and Area Vocational-Technical Schools: Vocational education programs offered in high schools administered by unified school districts and in Area Vocational-Technical Schools are financed through a combination of local, State, and Federal funds. In both types of institutions, local funds for the operation of vocational education programs are supported through a special vocational education levy of up to two (2) mills. This local contribution may be supplemented by general education funds secured through general taxes.

The State and Federal contribution to the operating cost of secondary level vocational education programs is computed on a formula basis as specified in the State Plan. While both Federal and State funds are allocated to Area Vocational-Technical Schools on the basis of the same formula, the actual State allocations are done separately since separate State appropriations are made for comprehensive high schools and Area Vocational-Technical Schools.

School districts participating in an Area Vocational-Technical School on a "contract" basis pay their share of the operating costs of such a program out of their (up to) two (2) mill local vocational education tax. However, inasmuch as most unified school districts offer some vocational education programs in their own institutions, the entire amount of this levy is not necessarily all transferred to the Area Vocational-Technical School.

The "tuition" which unified school districts pay to the Area Vocational-Technical School for secondary level programs offered in these institutions is determined on the basis of an FTE cost which is computed as the difference total costs of operating the secondary instruction program in the Area Vocational-Technical School and the State and Federal aid, which is appropriated directly to the Area Vocational-Technical School, divided by the total number of secondary FTE students. I.e.,

$$\text{Local cost} = \begin{array}{c}\text{Number of Students from}\\ \text{Unified School District}\end{array} \times \frac{\text{Total \$ (State \& VEA \$)}}{\text{Total Students}}$$

For postsecondary programs of vocational education offered in Area Vocational-Technical Schools, two funding provisions exist.

For "in-State" students, the State pays 90 percent of the difference between the total cost of operating the postsecondary program and the portion of the total cost of the program which is paid by Vocational Education Act funds and State vocational education funds.

$$\begin{array}{l}\text{State General Aid to}\\ \text{Local District Share}\end{array} = 0.90 \times \begin{array}{c}\text{(Total Cost less Federal \& State}\\ \text{Vocational Education funds)}\end{array} \times \frac{\text{Post Sec FTE}}{\text{Total FTE}}$$

The remaining 10 percent of the costs of postsecondary instruction is charged as a tuition.

Out-of-State postsecondary students in Area Vocational-Technical Schools pay the total portion of costs of their program which are not paid by Vocational Education Act funds.

Community Junior Colleges: Community junior colleges support the cost of the operation of vocational education programs through a combination of local funds, general aid funds (Federal and State), direct State aid, and tuition.

Like unified school districts, community junior colleges have the authority to assess a two (2) mill tax for the operation of vocational education programs. The general State and Federal aid for community junior colleges is allocated to each institution on the basis of the same formula used to allocate Federal and State funds to vocational education programs in unified school districts and Area Vocational-Technical Schools. In addition, the State funds postsecondary programs on the basis of credit hours of instruction at the rate of $15.50 per credit hour.

Tuition at Kansas' community junior colleges is established as a local option within limits set by State statute. Each community junior college has different tuition rates for students residing in and outside the district supporting the college. At one time, tuition was the same for all students and provision existed for community junior colleges to assess a "chargeback" to the unified school district from which "out-of-district" students attended. However, this provision was changed by legislation in 1974 so that now the differential cost is borne by the student.

While the State and Federal appropriations for the general aid component of the vocational education program costs in unified school districts, Area Vocational-Technical Schools and community junior colleges are all computed on the basis of the same formula, the actual amount of State aid computed for each institution differs because the legislative appropriations for vocational education are based on separate appropriations for vocational education in unified school districts, Area Vocational-Technical Schools and community junior colleges. Thus, the amount of State aid available for allocation in accordance with this formula differs for each type of institution.

18. KENTUCKY

State Governance of Vocational Education

State Agency(ies) with Vocational Education Responsibilities

Vocational education in Kentucky is provided through two educational systems: the system of secondary and postsecondary vocational education programs administered under the Bureau of Vocational Education in the State Department of Education; and the State community college system which is administered by the Board of Trustees of the University of Kentucky.

Kentucky's State Board of Occupational Education is an independently constituted board having policy responsibility for vocational education administered through the Bureau of Vocational Education.

Coordination Between State Agencies

While Kentucky's two systems of education function independently for purposes of administrative policy development, the two systems work cooperatively for the coordination of vocational education program development on a Statewide and systemwide level. There are, however, no formal provisions for the coordination of planning and program development.

Organizational History

Until 1977, vocational education responsibility was located in a bureau administered by an Assistant Superintendent under the State Superintendent of Public Instruction. This organization was changed when the Department of Education was reorganized to establish the Bureau of Vocational Education under a Deputy Superintendent for Occupational Education who continued to report to the State Superintendent of Public Instruction.

Prior to August 1977, the State Board of Education served as the State Board of Vocational-Technical Education. However, in 1977, Kentucky's educational system was reorganized and a separately constituted Board of Occupational Education was created. For purposes of vocational education policy the State Department of Education is now under this Board.

Organization of Vocational Education Delivery System

Institutions and Services*

Institutions: Vocational education in Kentucky is provided in:

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*See "Introduction."

- Four (4) "vocational departments" of secondary schools which have been designated as Area Vocational Education Centers and which are operated by local education agencies to provide vocational education at the secondary level only;
- Sixty-eight (68) locally owned but State operated Area Vocational Education Centers providing shared-time programs of vocational education at the secondary level;
- Fourteen (14) State Vocational-Technical Schools owned and operated by the State Department of Education and providing vocational education at (primarily) the post-secondary level;
- Twelve (12) community colleges; and
- One (1) technical institute.

Services: Kentucky's "vocational departments" of comprehensive high schools and State administered Area Vocational Education Centers (AVEC's) offer primarily secondary level vocational education but also offer postsecondary and adult programs in vocational education on a limited basis during the day and in extensive evening programs. These institutions also offer extensive evening programs for adults.

State Vocational-Technical Schools also enroll secondary school students on a limited basis.

The State Vocational-Technical School system is, by Board policy, a job placement oriented system and does not seek to offer transfer programs.

By joint agreement, the State Vocational-Technical Schools offer only certificate programs while the community colleges and technical institute offer only associate degrees. Both systems offer extensive programs in adult vocational education.

Kentucky's system of vocational and technical education includes an extensive program of articulation between the secondary vocational education programs offered by the vocational education departments of high schools, the Area Vocational Education Centers and the programs of postsecondary and adult programs offered in the State Vocational-Technical Schools.

In addition, there exists a program under which students who have completed programs of vocational and technical education in the State Vocational-Technical Schools may transfer to community colleges which give credit for courses taken at the State Vocational-Technical Schools toward associate degrees offered by the community colleges. Some of the State's community colleges also share facilities with the State Vocational-Technical Schools.

Regionalization and Coverage

Area Vocational Education Centers: In 1972, State legislation established 15 planning regions (Area Development Districts), two of which have been consolidated for purposes of vocational education resulting in 14 vocational education regions. All but one of these regions are served by a State Vocational-Technical School and all have one or more Area Vocational Education Centers. Each of these Area Vocational Education Centers serves the high school of a specified service area, but, inasmuch as they are State operated institutions, these service areas do not constitute districts for vocational education.

Community Colleges: Thirteen of the 14 educational regions are also served by a community college. The one region not served by a community college administered as part of the State community college system is served by other State colleges and universities which provide comprehensive services in vocational education to postsecondary and adult students within this region.

Kentucky's system of Area Vocational Education Centers, State Vocational-Technical Schools, and community colleges provides vocational education services to 325 secondary schools in 176 of Kentucky's 181 school districts and makes postsecondary programs of vocational-technical education available to students throughout the State.

Administration

Vocational Departments of Secondary Schools: Vocational education in the State's comprehensive high schools and high schools having vocational departments designated to serve as Area Vocational Education Centers are administered independently by local education agencies. All local education agencies have independent taxing and bonding authority, including the authority to bond for construction and equipment in the locally owned but State administered Area Vocational Education Centers.

Area Vocational Education Centers and State Vocational-Technical Schools: The State's Area Vocational Education Centers and State Vocational-Technical Schools are administered directly by the State Department of Education and have no local administrative boards or tax base.

Community Colleges: The community college system of Kentucky is administered directly by the Board of Trustees of the University of Kentucky. Each community college also has a seven member local advisory board appointed by the governor. Community colleges have no local tax base.

General: Each of the State's 14 educational regions has a director who is responsible for all vocational education programs in the Area Vocational Education Centers and State Vocational-Technical Schools in each region. Each region also has a regional advisory council and institutional steering committee which participate in the planning and development of educational programs within each institution and region.

Financing Facilities and Equipment for Vocational Education

Area Vocational Education Centers: Facilities and equipment for Area Vocational Education Centers*, which are owned by one of the local education agencies within the region served by each Center, are funded through a combination of funds. These are derived from the Vocational Education Act, Economic Development Act, Appalachian Regional Commission (ARC) and, since 1976, State funds included in the "contract unit" State support for program operating costs (described in the following section).

Funds from the Appalachian Regional Commission are used in 49 of the 120 counties in Kentucky which are included in the ARC region. In these areas from 50 to 80 percent (usually 80 percent) of the total construction and equipment costs of vocational facilities are financed with ARC funds. The remaining funds are provided through a combination of funds from the Vocational Education Act and local funds on a 50:50 matching basis. In the construction of Area Vocational Education Centers, local education agencies must bond only in the amount of the local contribution. The school district building the Area Vocational Education Center then receives a percentage of the State Area Vocational Education Center operating allocation for the retirement of local bonds.

In areas of the State not included in the Appalachian Regional Commission, Economic Development Act funds have been used to match local funds in an amount of up to 70 percent of the cost of construction and equipment acquisition costs, with the actual amount determined by the county in which the school is located. In such areas, Vocational Education Act funds are used to match the local contribution to the total construction and equipment costs.

For equipment in Area Vocational Education Centers, the State matches the local contribution for instructional equipment not included in the initial project contract. Title to such equipment is retained by the State; a provision which enables the State to move equipment from school to school as the need for programs in individual schools or regions is diminished.

State Vocational-Technical Schools: Facilities and equipment in the State Vocational-Technical Schools are funded through a combination of Vocational Education Act funds and State general revenue funds on a 50:50 matching basis.

Community Colleges: Prior to 1973, facilities and equipment for all vocational and general education programs in community colleges in Kentucky were financed primarily through tuition fee revenue bonds issued by the University of Kentucky and with funds from the Higher Education Facilities Act and from general revenue bonds authorized by the legislature for construction projects within the University of Kentucky system. Facilities for community colleges are now totally financed with State general revenue funds.

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*Including the "vocational departments" of the four comprehensive high schools designated to serve as Area Vocational Education Centers.

Financing Vocational Education
Program Operating Costs

Vocational Departments in Secondary Schools: For vocational education programs operated by local education agencies, the State has a general education foundation program under which the State supports the cost of general education programs based on average daily attendance (ADA) through a "unit" reimbursement formula based on the same factors as those used in the computation of the "unit" for vocational education programs in Area Vocational Education Centers (described in the following topic). A "unit" for general education is defined as 27 students in average daily attendance. For approved vocational education programs in general/comprehensive high schools, this "unit" is weighted by a factor of 1.2.

Area Vocational Education Centers: Vocational education programs offered in Area Vocational Education Centers are funded on the basis of "contract units" in which one contract unit equals 30 high school students (15 FTE's). The value of a contract unit is based on three factors: (a) a salary component computed on the basis of a Statewide salary schedule; (b) a capital outlay component; and (c) a current operating expense component. Unit values are weighted by program and range in weight from 0.3 for business (et al.) to 1.55 for trade and industry programs. Currently the average "unit" of vocational instruction is valued at approximately $15,000. Of this amount 20 percent ($3,000) goes to the local school which "owns" the facility and is used for the retirement of the local bond component of the construction cost and $12,000 goes to the Area Vocational Education Center for the operation of the vocational education programs. Under this provision the school district owning the Area Vocational Education Center receives a capital fund (bond) retirement allocation based on all students attending the Center, including those from other school districts.

(The "unit" value for vocational education programs offered in general/comprehensive high schools differs from that which applies to Area Vocational Education Centers, however, since it includes no contribution to bond retirement.)

State Vocational-Technical Schools: The operating costs of vocational education programs in State Vocational-Technical Schools are provided from two sources.

For secondary school students served by a State Vocational-Technical School, each school receives the same "contract unit" allocation as that which applies to secondary students in Area Vocational Education Centers. For postsecondary and adult programs offered in the State Vocational-Technical Schools, the operating budget is based on a State appropriation from the legislature.

Both Area Vocational Education Centers and State Vocational-Technical Schools receive funds from the Vocational Education Act. These are allocated by formula to local education agencies and to regions. Approximately ten (10) percent of the State's Vocational Education Act entitlement is allocated directly to vocational education programs offered in local education agencies and is expended in accordance with the local plan submitted against the estimated entitlement for each.

Summer programs for secondary school students in Area Vocational Education Centers and State Vocational-Technical Schools are funded with special State funds and Vocational Education Act funds only since the foundation "unit" program does not provide for the funding of those programs.

Community Colleges: In Kentucky's community college system, the operating costs of vocational education programs are paid primarily through funds allocated by the legislature based on the budget submitted by the University of Kentucky. Some of the vocational education programs offered in community colleges also receive funding from the Vocational Education Act. The operating budgets of each community college are developed primarily on a program basis which, in the final analysis, are negotiated based on justifications provided by each institution.

While tuition to the community colleges is charged, a major portion of this tuition is pledged to the retirement of revenue bonds which have been issued to support the construction of facilities.

Adult vocational education programs in Kentucky's community colleges are primarily self-supporting.

19. LOUISIANA

State Governance of Vocational Education

State Agency(ies) with Vocational Education Responsibilities

With the exception of one community college which reports to the Board of Higher Education, all programs of vocational education at the secondary and postsecondary level in Louisiana are under the aegis of the Division of Vocational Education of the State Department of Education which, in turn, is under the Board of Elementary and Secondary Education. The Board of Elementary and Secondary Education serves as the designated State Board for Vocational Education.

Coordination Between State Agencies

No specific provisions exist for the coordination of vocational education in institutions reporting to the separate State agencies in Louisiana.

Organizational History

The present reporting structure for vocational education institutions was established by constitutional amendment enacted in 1975. Prior to this time, Louisiana's postsecondary vocational schools were functionally under the authority of the Division of Vocational Education, the State Department of Education, and State Board of Education (which, prior to the constitutional amendment, had authority over all programs of education with the exception of those offered by the Louisiana State University system) but operated as relatively independent institutions. The constitutional amendment of 1975 strengthened the role of the State Director over all vocational education programs and established a more coordinated system of vocational education at the secondary and postsecondary level throughout the State.

Organization of Vocational Education Delivery System

Institutions and Services*

Institutions: Vocational education in Louisiana is offered in:

- Twenty-four (24) comprehensive high schools having facilities for five or more programs in vocational education;

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*See "Introduction."

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- Fifteen (15) shared-time career centers serving secondary school students;

- Forty-three (43) postsecondary vocational-technical "institutes," "area" schools, and "branch" schools*; and

- One (1) community college.

Two of the high school systems of Louisiana also offer postsecondary vocational education in grades 13 and 14 but these schools do not operate as part of the State system of postsecondary vocational-technical programs.

Services: Comprehensive high schools and career centers generally serve only secondary school students, although some also offer adult courses in vocational education.

Louisiana also has a program by which postsecondary institutions serve secondary school students. High school students seeking to pursue programs of instruction in vocational education in the postsecondary institutions require the permission of their parish superintendent and the State Department of Education to take courses at the postsecondary schools, for which they receive high school graduation credit.

Delgado College is an accredited institution having the authority to award an associate degree. All other postsecondary institutions, which are placement oriented institutions having no transfer or liberal arts programs, award only certificates.

At present, Louisiana has no formal system of articulation between secondary and postsecondary programs although advanced placement in individual programs of instruction is provided on an ad hoc basis at the discretion of the individual institution.

No program of advanced placement or articulated credit between the postsecondary vocational schools and the State system of higher education now exists.

Regionalization and Coverage

Comprehensive High Schools and Career Centers: All programs of vocational education at the secondary level are administered by the school boards of the parish school systems and the two independent cities. No program of regionalization or multidistrict instructional programs for the purpose of vocational education exists in Louisiana, except that the career centers operated by the parishes serve students from high schools from throughout the parish.

Postsecondary Institutions: At the postsecondary level, Louisiana is divided into eight vocational education regions, each of which has a regional vocational-technical institute and from one to five "area" vocational schools and/or "branch" schools. Under the provisions of enabling legislation which established the eight vocational regions, it was intended that these institutions would function as a "quasi integrated" system of vocational delivery within each region, although enrollment in each institution is open on a Statewide basis. The development of the regional concept of vocational education has not, however, been completed and each of the vocational schools continues to function as an autonomous educational delivery system.

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*Six (6) additional postsecondary institutions are in the planning or construction stage.

Administration

Comprehensive High Schools and Career Centers: At the secondary level all programs of vocational education are under the administrative authority of the board of education of the 64 parishes and two independent city school systems, each of which has independent taxing and bonding authority.

Postsecondary Institutions: Louisiana's postsecondary system of vocational-technical education is operated as a State vocational education system but is administered locally by the school director. However, the State Division of Vocational Education exerts authority over the administration of individual institutions in the postsecondary vocational-technical school system. These institutions have no formal independent governing boards. However, each has an advisory council which provides guidance to the development of vocational education programs administered in each institution. The composition and general responsibilities of these advisory councils are established by the State Board of Elementary and Secondary Education, which also establishes the general policies within which each of the postsecondary vocational-technical schools will function.

As State institutions, none of the postsecondary vocational-technical schools have independent taxing or bonding authority. Institutional budgets for each of these schools are established annually by the legislature.

Financing Facilities and Equipment for Vocational Education

Comprehensive High Schools and Career Centers: At the present time there is no provision for the general participation of the State in the funding of construction projects for any educational institution at the secondary level. Therefore, while some State funds have been provided for construction projects for secondary institutions, the construction of facilities for vocational (as well as general) education in secondary schools is generally funded 100 percent with local funds.

Equipment for vocational education in secondary schools is funded with a combination of funds from local, State and Federal sources. At present approximately 30 percent of the costs of equipment for vocational education is provided by local funds with the remaining 70 percent paid by a combination of

State and Federal vocational education funds. The relative percentage of State and Federal funds used for the acquisition of equipment varies on an annual basis depending on the availability of funds and the requirements of the local education agency.

The Louisiana constitution provides for each parish to impose a capital assessment of up to 5 mills (13 mills in Orleans Parish) without a voter referendum. However, any construction project requiring a greater assessment must be submitted to popular vote. Louisiana legislation limits bonded indebtedness of a parish to 25 percent of the assessed valuation of the parish (or local school district).

Postsecondary Institutions: Construction and acquisition of equipment for postsecondary vocational-technical schools are funded 100 percent with State funds secured through a State bond issue or, in special cases, through appropriations of general revenues.

Financing Vocational Education Program Operating Costs

Comprehensive High Schools and Career Centers: Vocational education in the secondary schools is funded by a combination of the local, State and Federal funds. At present, approximately 25 percent of the cost of vocational education programs in secondary schools is funded by Federal Vocational Education Act funds with 11 percent paid from State funds and 64 percent from local sources. Approximately 85 percent of the State and local share is paid for from local revenues.

Local funds for the support of vocational education are derived from a local tax of up to 20 mills, which requires voter approval, and from a parish sales tax. By State legislation, each parish is authorized to collect a sales tax of up to 3 percent, 1 to 1-1/2 percent of which generally applies to education programs.

Teachers of both general and vocational education in secondary schools are paid on the basis of a Statewide salary schedule. The State contribution to local education programs is computed on the basis of this Statewide salary schedule.

Vocational Education Act funds are allocated to each parish school board on the basis of full-time equivalent students and reimbursement entitlement determined by formula.

Postsecondary Institutions: Vocational education programs in the State's postsecondary vocational-technical institutions are funded 100 percent by the State and Federal Vocational Education Act funds. Federal funds for postsecondary vocational education programs are used primarily for program implementation and development, while the general operating cost of most vocational education programs is paid primarily from State revenues. At present, approximately 30 percent of the operating costs of all vocational education programs at the postsecondary level is funded with Vocational Education Act funds.

The State funds for the operation of State vocational-technical schools are determined on the basis of legislative appropriations. These are established on the basis of budgetary recommendations submitted by the Board of Elementary and Secondary Education and are ultimately established through the legislative process.

20. MAINE

State Governance of Vocational Education

State Agency(ies) with Vocational Education Responsibilities

Both secondary and postsecondary vocational education programs in Maine are operated under the Bureau of Vocational Education in the State Department of Education and Cultural Services. While both systems are administered under the same agency, the vocational and technical education systems serving secondary and postsecondary populations are operated independently and are governed by different policies and funding operations.

The State Department of Education and Cultural Services reports to the State Board of Education which serves as the State Board of Vocational Education. The Governor-appointed State Commissioner of Education is the executive officer of the State Board of Education.

Coordination Between State Agencies

The Bureau of Vocational Education in the State Department of Education and Cultural Services is the sole State agency for vocational education.

Organizational History

Prior to 1972, the Bureau of Vocational Education existed as the Division of Vocational Education within the Bureau of Instruction. The reorganization of the Department of Education came about in 1972 as a result of legislation.

Organization of Vocational Education Delivery System

Institutions and Services*

Institutions: Vocational education in Maine is provided in four different types of institutions and service units:

- Fourteen (14) Vocational Centers -- shared-time vocational facilities located with and operated by local high schools and serving students from multiple school systems;

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*See "Introduction."

- Eleven (11) Vocational Regions -- shared-time vocational facilities and service systems serving county or subcounty regions;

- Twenty-two (22) Satellite Centers -- "comprehensive" high schools with vocational education programs offering selected programs within the "regions" and within the service system represented by the 14 "vocational centers;" and

- Six (6) Vocational-Technical Institutes -- postsecondary institutions providing full-time programs in vocational-technical education in centers throughout the State of Maine.

Two of the "regions" which have not yet built facilities are considering the development of "rotating" programs which will use facilities in existing high schools and move programs between them on a regular basis.

Services: Both the vocational "centers" and the vocational "regions" operate vocational education programs on a shared-time basis serving 11th and 12th grade students from high schools throughout the designated service regions identified for each. While both "centers" and "regions" may offer postsecondary programs (for credit), none do -- although most offer adult programs.

Vocational-Technial Institutes offer both diploma and associate degree programs in vocational education. Vocational-Technical Institutes do not serve secondary school students.

Regionalization and Coverage

Vocational Centers, Vocational Regions, and Satellite Centers: The development of a dual system of "vocational centers" and "vocational regions" for the delivery of vocational education at the secondary level is the result of activities undertaken during two separate periods of the program development for vocational education in Maine.

The early development of "regional" vocational education programs in Maine was based on local initiative, and was characterized by the joint action of several towns to provide vocational education through the creation of a shared-time vocational "center" located on the site of an existing comprehensive high school. Such centers provided shared-time vocational education services to students from high schools throughout a fixed service region.

In 1973, the Maine legislature adopted a plan for vocational education which called for the development of shared-time vocational regions serving county or subcounty (since many of Maine's counties are large and sparsely populated) regions. The development of this plan augmented the existing "vocational center" system with a "vocational region" system and expanded the availability of vocational education by providing a plan which insured that virtually all high schools be within a region served by vocational education programs, either through a center, regional center, or series of satellite programs.

At present, approximately 98 percent of the high school students in Maine have access to a vocational education program at the secondary level. However, by virtue of limited physical resources and program capacity, only approximately 28 percent of the 11th and 12th grade students in the State are currently served by these institutions.

Vocational-Technical Institutes: At the postsecondary level, Maine's six (6) Vocational-Technical Institutes have been planned and located so as to provide access to vocational and technical instruction at the postsecondary level within a "reasonable" distance of all potential postsecondary students in the State. The Vocational-Technical Institute system is not, however, a regionalized system in the sense that each institution has a specified service region, and there exists no correlation or association between the primary service regions of the Vocational-Technical Institutes and the service regions defined for the vocational centers and vocational regions developed for secondary vocational education.

Administration

Vocational Centers: Vocational centers, vocational facilities located on the site of existing comprehensive high schools, are administered locally by the "host" school and are designed to serve a *fixed service region* through a program of shared-time services in vocational education. The school board of the "host" school is the sole administrative agent for the vocational school. Statutory provision requires the creation and operation of an advisory committee which would provide for the participation of school superintendents or other school personnel from the school systems within the districts served by the vocational center.

Vocational Regions: Vocational regions exist to serve all or part of individual counties through a program of shared-time vocational education offered in an institution which provides only vocational education and does *not* share a site or other educational resources with an existing high school or other educational institution. Vocational regions are *fixed service regions* providing vocational education to the school districts within a specified region, and are administered by a cooperative board made up of one or more Board members from each of the participating school districts.

Both the vocational "centers" and the vocational "regions" have bonding authority for school construction, and have the authority to levy an *assessment* against participating towns, but they do not have independent *taxing* authority to raise operating capital for their vocational education programs.

Satellite Centers: Satellites are vocational education programs offered by a single school within a "center" service area or a "region" and providing service to other schools. Satellite centers are administered independently by each local school board.

Vocational-Technical Institutes: The Vocational-Technical Institutes which provide vocational-technical instruction at the postsecondary level are administered by a director who also reports directly to the Bureau of Vocational Education. Vocational-Technical Institutes have no independent taxing or bonding authority.

Financing Facilities and Equipment for Vocational Education

At the present time, the entire cost of facilities construction and equipment acquisition in both secondary and postsecondary institutions is financed with State funds. For secondary schools, however, full State funding was introduced in 1973. Before 1973, construction was funded through a combination of State and local funds. Postsecondary vocational-technical facilities have always been fully State funded. The specific provisions of Maine school construction programs are described in the following discussion.

Vocational Centers, Vocational Regions, and Satellite Centers: Prior to 1973, the construction and equipment acquisition for vocational facilities in area centers, regional vocational education institutions and satellite schools was funded with State and local funds on the basis of 75 percent State and 25 percent local funds. In 1973, the State took over all outstanding local school construction indebtedness and implemented a program under which the State would fund 100 percent of all school construction for both secondary and postsecondary school facilities. However, the "State" funds used for the funding of facilities construction were, in fact, secured through a combination of general State revenues and property taxes, with 50 percent of the total funds coming from a property tax collected by the State at a uniform Statewide property tax which goes into the State treasury and the remaining 50 percent from general State revenues secured from general taxes, etc. As a consequence this funding procedure means that the ultimate cost of school construction -- for purposes of comparing funding sources with other States -- is a sharing of costs between State and local sources on a 50-50 basis.

The initiation of a facility construction project for secondary schools is, however, still a local option, and the local agency, whether a vocational "center" or a vocational "region," is required to pass a bond issue in the full amount of the proposed construction costs. Local debt service is reimbursed annually by the State.

Once approved by the State Board of Education, the construction budget for a secondary school facility must be adhered to. Overruns and similar additional charges must be compensated for by savings elsewhere in the budget. State statute does not provide for the commitment of additional State funds or even additional local funds which are not reimbursed by the State.

During the 1976 General Session of the Maine legislature, the decision was made that no further indebtedness would be incurred for school facilities construction. Rather, all future construction would be paid for from accumulated cash reserves. However, in the same general legislative session, a moratorium was imposed on all construction until past bond issues were paid off. As a consequence, no additional construction is now under way in vocational education in the State of Maine.

No Federal Vocational Education Act funds are used in school construction because the State entitlement is too small to provide sufficient funds to be used for this purpose. Vocational Education Act funds may, however, be used for equipment in secondary schools.

Vocational-Technical Institutes: The construction and equipping of Maine's Vocational-Technical Institutes is also funded 100 percent with State funds appropriated by the legislature for each construction project, i.e., approved by line item in the budget of the Department of Education and Cultural Affairs.

Financing Vocational Education Program Operating Costs

Vocational Centers, Vocational Regions, and Satellite Centers: Prior to fiscal year 1974, the funding of vocational education programs at the secondary level was supported with State and local funds in a 2:1 ratio. In fiscal year 1974, this program of funding was replaced with a program of 100 percent State funding; a program which was, in turn, replaced in 1976 with a 90:10 State:local funding mix.

This State reimbursement for program operation is now remitted to the "host" or regional center facility which absorbs the entire cost of program operation. The remaining 10 percent of the operating costs of programs is prorated to the schools (from which the shared-time student comes) as a tuition charge. Programs offered in "satellite" centers are also funded in this way.

Federal Vocational Education Act funds for secondary vocational education are allocated to the individual "centers" and "regions" on a formula basis to be expended in accordance with the provisions of the local plan for vocational education. Federal Vocational Education Act funds allocated on a formal basis to local education agencies are used primarily for programs such as adult and out-of-school youth programs in secondary and postsecondary institutions, and for the operation of summer schedules which are not State funded.

General education at the secondary level in Maine is supported through a combination of State and local funds based on a "power equalization" program under which a uniform State real estate tax is applied throughout the State and all tax funds go into the general State fund from which reimbursement is made to local education agencies by the State. Thus, the tuition cost of the educational program offered to a student who attends a regional center or vocational region facility on a shared-time basis may also be reimbursed from the State for those regions in which the local tax base is inadequate to provide sufficient funds to meet the State foundation education formula.

Vocational-Technical Institutes: In Vocational-Technical Institutes, 100 percent of the operating costs of each institution is paid from the State budget. While a tuition is charged (tuition which amounts to approximately 14 percent of the total cost of the education program), the tuition charged at individual institutions reverts to the State general treasury and is not retained at the individual institution. Thus, while the State effectively pays only approximately 86 percent of the total operating costs for these institutions, the budget itself is 100 percent State funded.

21. MARYLAND

State Governance of Vocational Education

State Agency(ies) with Vocational Education Responsibilties

All programs of vocational and technical education in Maryland are under the jurisdiction of the Division of Vocational-Technical Education in the State Department of Education. The State Department of Education reports to the State Board of Education which serves as the State Board of Vocational Education.

In addition to vocational education programs offered in secondary institutions, which are directly under the jurisdiction of the Division of Vocational-Technical Education, postsecondary vocational education programs are offered in community colleges which report to the State Board of Community Colleges.

Coordination Between State Agencies

Vocational education programs in community colleges are administered under agreements with the State Department of Vocational-Technical Education and the State Board of Community Colleges.

Organizational History

A major reorganization of the State Department of Education occurred in 1977 at which time the Division of Vocational-Technical Education was subsequently reorganized into five "branches" -- including a new "branch" for correctional education programs.

Organization of Vocational Education Delivery System

Institutions and Services*

Institutions: Vocational education in Maryland is offered in:

- Forty-six (46) comprehensive high schools having facilities for five or more different programs in vocational education;
- Five (5) vocational high schools;
- Twenty-one (21) shared-time area vocational centers serving secondary students from individual school districts (including

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*See "Introduction."

four centers operated in conjunction with a comprehensive high school but as a separate institution); and

- Seventeen (17) community colleges (and one private community college supported in part with public vocational education funds.)

Services: Comprehensive high schools and county vocational centers provide vocational education to secondary school students and adults but offer no programs in postsecondary vocational education.

Community colleges offer both degree and certificate programs in vocational education and also serve adults and high school seniors. In some instances, seniors taking vocational education courses at the community college may receive high school credit, although they usually receive credit towards a community college associate degree. Criteria for released times are established by the local school board.

In selected instances, articulation "credit" for the completion of a vocational program at the high school is awarded by the community college. However, this is a relatively new provision which is not being employed Statewide.

Regionalization and Coverage

At the present time no provision exists for the creation of joint or regional vocational education programs serving secondary students from more than one county; however, at the postsecondary level there is one case in which two counties have joined to create a joint community college.

The Division of Vocational Education has recently created a "regionalized" system of vocational education in which the State has been divided into six planning regions. A staff person in the State Department of Vocational Education has been assigned to each region to provide technical support services for the development and coordination of vocational education programs, including articulation between secondary and postsecondary programs, within each of these planning regions.

Administration

Comprehensive High Schools, Vocational High Schools, and County Vocational Centers: Vocational education in comprehensive high schools, vocational high schools and county vocational centers is administered by county school boards, the regular school district in Maryland, and the city of Baltimore, each of which have taxing and bonding authority.

Community Colleges: Community colleges are administered by a local board of trustees appointed by the Governor. In some instances, however, board members may be elected locally. (Community college presidents normally serve as the secretary-treasurer of the boards which elect their own officers.)

Community colleges have taxing authority, to provide a mandated minimum support for institution operating costs, and bonding authority.

Financing Facilities and Equipment for Vocational Education

Comprehensive High Schools, Vocational High Schools and County Vocational Centers: In 1971, Maryland created the "Interagency Committee for Public School Construction" under which 100 percent of the construction and equipment acquisition costs for secondary schools are paid for by the State. State funds for this purpose are secured through a Statewide bond referendum.

At the present time no Vocational Education Act funds are used for the construction of vocational education facilities and/or the purchase of equipment for vocational education programs.

Prior to 1971, school construction and facilities acquisition were funded under a combination of State, Federal (Vocational Education Act) and local funds. At that time, the Federal share of the construction and equipment acquisition project was determined by the Division of Vocational Education on the basis of need and the priority assigned to the individual construction projects. The amount to be paid from Vocational Education Act funds was allocated after the State and local effort had been estimated. The State share of the project cost was determined on the basis of a Statewide formula with a minimum of 50 percent of the cost to be paid from State funds. A higher percentage of the cost could be paid from State funds depending on the local ability to pay.

State funds for this vocational school construction program were appropriated by the legislature on a bi-annual basis under the "Area Vocational School Construction and Loan Program." Under this program, one-fourth of the State funds were paid in advance with the remaining portion of the State share paid annually as costs were incurred. Bonds to pay the State share of the construction costs were under the "Area Vocational School Construction Loan Program" and were authorized by the legislature on a bi-annual basis and sold as needed to pay the costs incurred annually. The entire amount of the State's share of the construction project was committed in the year in which the construction project was approved, and the bonds authorized under these appropriations were sold as needed to meet the State's obligation to the local agency.

Three of the western counties in Maryland are included in the Appalachian Regional Commission. Prior to 1971, at which time the State assumed the entire cost of facilities construction and equipment acquisition, Appalachian Regional Commission funds were used up to a 50:50 matching basis for the acquisition of facilities and equipment.

Community Colleges: Capital outlays for community college facilities are derived from State Board of Community College authorizations and local funds.

Financing Vocational Educational Program Operating Costs

Comprehensive High Schools and County Vocational Centers: The operating cost of vocational education programs in high schools and vocational centers is supported by State general education funds, Vocational Education Act funds, and local funds.

State funds for the operation of all educational programs are allocated on the basis of a formula, which includes factors such as local ability to pay, population density, etc. applied to a minimum foundation established by the legislature. The minimum Statewide foundation for all secondary education is (1977) approximately $625 per ADM of which the State provides a total Statewide average of 55 percent.

Vocational Education Act funds are allocated by formula and as project grants and may be used to supplement program operating costs for individual programs.

Community Colleges: Vocational education programs in community colleges are operated with a combination of State, local, and Vocational Education Act funds plus tuition. State funds, allocated on the basis of full-time equivalent (FTE) students, and Vocational Education Act funds account for 50 percent of the operating costs, while local funds are used to pay approximately 28 percent and the remaining 22 percent is paid by tuition. When community colleges are created and administered jointly by two or more counties, the local share of the operating costs is shared by the participating counties according to the percentage of the total number of students attending from each.

When high school students attend community colleges on a released time basis, tuition is charged to these students also. In addition, each of the community colleges has a differential tuition charge for students residing in and outside the county administering the community college. The State reimbursement for postsecondary education, which is the same for both general academic and vocational education, is approximately $800 per full-time equivalent out of State funds.

22. MASSACHUSETTS

State Governance of Vocational Education

State Agency(ies) with Vocational Education Responsibilities

Secondary and postsecondary vocational education programs offered in the secondary schools of Massachusetts are the responsibility of the Division of Occupational Education which is located in the State Department of Education and reports to the State Board of Education. The State Board of Education, of which the Commissioner of Education is executive officer, serves as the State Board of Vocational Education.

Postsecondary programs of vocational education offered in the State community college system are the responsibility of the Board of Regional Community Colleges, an independent administrative agency which functions within the broad umbrella of the State's system of higher education.

Coordination Between State Agencies

Formal provision for the coordination of vocational education program development activities undertaken by the Division of Occupational Education and the Board of Regional Community Colleges is provided for through the ex-officio membership of the Commissioner of Education on the Board of Regional Community Colleges.

In 1971, the Massachusetts State Board of Education and Board of Higher Education jointly developed a "concurrence document" defining criteria and procedures relating to (among other points) the offering of postsecondary programs in vocational education.

In 1977, a "joint policy statement" was developed by the Board of Education and the Board of Community Colleges to foster the development of closer cooperation and the integration of program services, particularly through the development of coordinated and articulated instructional programs at the local levels.

Organizational History

No major changes affecting the structure of the State governance system for vocational education have been made since the passage of the Vocational Education Act of 1963.

Organization of Vocational Education Delivery System

Institutions and Services*

Institutions: Vocational education in the Commonwealth of Massachusetts is provided in:

- Forty-two (42) comprehensive high schools having facilities for five or more different programs in vocational education, including 38 single district comprehensive high schools and four regional comprehensive high schools;
- Approximately twenty-one (21)* vocational high schools;
- Twenty-six (26) regional vocational-technical high schools;
- Three (3) county agricultural schools; and
- Fifteen (15) community colleges.

School systems also operate shared-time vocational education programs in "skill centers."

Services: All of the Commonwealth's 26 regional vocational-technical schools and many of the comprehensive high schools and vocational schools also offer programs of adult vocational education, and two, Blue Hill's Regional Vocational-Technical School and Essex Agricultural and Technical Institute, are authorized to award associate degrees for vocational-technical education programs.

Community colleges award certificate and associate degrees for postsecondary vocational education programs.

Community colleges do not generally provide vocational education to secondary school students, although such programs have been developed in several instances.

In Massachusetts, no formal program of articulation between secondary and postsecondary vocational education institutions exists; however, several cooperative programs exist in which regional vocational-technical schools have developed joint programs. Joint or shared utilization of facilities and instructional resources by secondary schools and community colleges is also expected to be expanded.

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*See "Introduction."

Regionalization and Coverage

Comprehensive High Schools, Vocational High Schools, and Regional Vocational-Technical High Schools: For purposes of vocational education the secondary school systems of Massachusetts are "regionalized" in two forms, regional vocational-technical school districts and regional comprehensive high school districts offering State-aided vocational education programs.

Regional comprehensive high school districts are created by the joining of two or more towns to create a joint school district. Normally these "regional" school districts are created to provide a sufficiently broad tax base and enrollment to offer programs which none of the participating school districts could adequately offer independently. These school districts (created for the purpose of general education, but including approved programs in vocational education) exist independent of the State's regional vocational-technical school system and are, for the most part, subject to the regulation (with the exception of vocational education programs) and the general funding requirements of the general education system of the Commonwealth.

At present, Massachusetts' statute makes no provision for the creation of independent institutions jointly owned and jointly administered by multiple school districts. However, it does not have provisions for the development of "collaboratives" and contract arrangements under which students residing in a school system not served by a vocational education program may attend a vocational education program on either a shared-time or full-time basis in another school system.

The Commonwealth's 26 regional vocational-technical high schools represent independent school districts created specifically for the purpose of providing vocational education on a regional basis. Such school districts, like the school districts described above, are established when two or more towns vote, through popular referendum, to create and support a regional vocational-technical school district. Such systems exist as independent school districts having an independent school committee (composed of representatives from each of the participating towns) and having independent authority for bonding and assessment (but not direct taxation). (Funds to pay each participating town's assessment of the cost of the regional vocational-technical school district's costs are raised by the individual towns and paid to the regional school district.)

Vocational education in State-approved vocational education and categorically reimbursed programs is now provided in 33 of the Commonwealth's 388 school districts, and 160 of the Commonwealth's 293 cities and towns are participants in regional vocational-technical school districts.

Community Colleges: The community college system of the Commonwealth of Massachusetts is entirely funded and administered as a Commonwealth system of education which is operated and financed independent of local participation. As such, formal service regions for community colleges do not exist. However, for purposes of general program planning and development, each of the 15 community colleges has identified for it a "primary service region" from which the majority of its students are drawn and within which its major recruiting and coordinating efforts are undertaken. As the Board mandated Joint Policy for Vocational Education is implemented and local coordination between vocational education programs at the secondary and postsecondary levels is expanded, a more formalized program of regionalization is expected to develop for the community college system in order to promote more effective cooperation and collaboration between programs at the secondary and postsecondary levels.

Administration

Comprehensive High Schools, Vocational High Schools, and Regional Vocational-Technical High Schools: All programs of vocational education in the secondary schools of the Commonwealth of Massachusetts are administered by independent local school committees (boards of education). All school committees have independent taxing (or assessing) and bonding authority for purposes of the financing and administration of vocational programs offered within each, and each exists as an independent local education agency for purposes of the receipt of State and Federal education funds.

Community Colleges: The community colleges of the Commonwealth of Massachusetts are administered locally by a college president who reports directly to the president of the State Board of Community Colleges. While local advisory committees for community colleges exist, these committees have no legal status and exist for "advisory" purposes only. Community colleges are fully State-supported institutions having no local fiscal base.

Financing Facilities and Equipment for Vocational Education

Comprehensive High Schools, Vocational High Schools, and Regional Vocational-Technical High Schools: Facilities and equipment for vocational education in comprehensive high schools and regional vocational-technical schools are funded with a combination of State and local funds. By State statute, a minimum of 50 percent of the net cost of school construction and initial capital equipment in all elementary and secondary schools is paid with State funds secured from general revenues. The Massachusetts school construction funding program makes provision for the financing of up to 65 percent of the total school construction costs depending on local need and ability to pay. For regular elementary and secondary schools, including those with vocational education programs, the remaining costs of facility construction are borne by the local education agency which secures its funds through the passage of a bond issue in the amount of the total construction costs and receives the State share of the total cost as annual reimbursements over the life of the bond issue.

The State's share of equipment costs in a vocational school is limited to initial equipment. The replacement of capital equipment is funded either through operating funds or under special grants by the Division of Occupational Education.

Until 1971, the Division of Occupational Education supplemented the State and local funds used for facilities construction and equipment acquisition for regional vocational-technical high schools with an allocation of an additional 10 percent of the construction cost from Vocational Education Act funds.

This Vocational Education Act supplement to the facilities and equipment costs was limited to area vocational schools and was reimbursed to the local agencies annually as construction bond issues were amortized. By 1971, however, the massive construction programs of the regional vocational-technical schools in the Commonwealth of Massachusetts had resulted in a development of a substantial encumbrance of Federal funds, and the policy of providing an additional 10 percent of the construction costs from these sources was discontinued. By action of the Board, it was decided to honor those commitments already made and to pay those portions of the construction costs pledged from Federal funds as they are available.

Community Colleges: Facilities and equipment for community colleges are fully financed with State general revenues appropriated for an individual institution by the legislature.

Financing Vocational Education
Program Operating Costs

Comprehensive High Schools, Vocational High Schools, and Regional Vocational-Technical High Schools: The operating costs of "approved" vocational education programs in all secondary schools in the Commonwealth of Massachusetts are funded through a combination of State and local funds paid on a 50:50 matching basis. This support formula, however, applies only to "approved" vocational education programs, i.e., those meeting the "standards of quality" defined by Chapter 74 of the General Education Laws. Vocational education programs offered in other institutions, but not meeting the requirements for "approval" as vocational education programs, are reimbursed under the State's general education reimbursement formula.

The reimbursement formula for vocational education programs at the secondary level is independent of the number of students and is based solely on the total program operating costs.

The local share of the operating cost of regional vocational-technical schools is assessed against the participating towns in proportion to the number of students in attendance from each. Assessments are generally calculated on the basis of enrollment as of October 1st.

Federal Vocational Education Act funds are not presently committed directly to the operation of vocational education programs but are, rather, allocated on the basis of specific proposals for programs to be supported with Vocational Education Act funds. Vocational Education Act funds are disseminated through a program of contracts and grants under which the Board of Education and the Division of Occupational Education establish program priorities and issue RFP's against which individual local education agencies may submit proposals and/or grant applications.

Community Colleges: Instructional programs in community colleges are funded entirely from State general revenue funds which are allocated to each community college as an item in the education budget submitted to the legislature by the Board of Community Colleges. A uniform Statewide tuition for all education programs in community colleges amounts to approximately 20 percent of the total operating costs of each community college. This tuition does not, however, go to the individual community college but is returned to the general fund of the State. As a consequence, while the funding of the community colleges might be "technically" viewed as an 80-20 mix of State and tuition funds, it is operationally funded 100 percent with State funds. Program expansion is carried out with Federal funds allocated on the basis of contracts and grants.

Continuing education programs, i.e., adult, evening, and other part-time programs, etc., in approved vocational education programs are funded 50 percent with State funds. Other programs are self-supporting and the costs of such programs must be covered by the fees set for enrollment in these programs.

23. MICHIGAN

State Governance of Vocational Education

State Agency(ies) with Vocational Education Responsibilities

All programs of vocational education in the secondary and postsecondary institutions of Michigan are administered in accordance with the provisions established by the Vocational-Technical Education Service in the State Department of Education. Within the Vocational-Technical Education Service, separate units have responsibility for the development and coordination of vocational education programs in secondary institutions and in the State's community college system. However, the management of the postsecondary unit rests with the Bureau of Higher Education Services.

All public education in the State of Michigan is under the authority of the State Board of Education which has responsibility for all programs of elementary, secondary, and higher education in the public institutions of the State.

Under the Board of Education there are separate "Councils" for elementary and secondary and for postsecondary educational programs. There is also a State Board for Public Community and Junior Colleges which serves the State Board of Education in an advisory capacity but which has no authority over the community colleges themselves.

Coordination Between State Agencies

Inasmuch as all vocational education is under the authority of a single administrative agency no provision for interagency coordination is required.

Organizational History

In 1978, legislative action moved the management of the postsecondary unit of the Vocational-Technical Education Service to the Bureau of Higher Education Services. Until that time, all vocational education service in secondary and postsecondary institutions had been the responsibility of the Vocational-Technical Education Service.

Organization of Vocational Education Delivery System

Institutions and Services*

Institutions: Vocational education at the secondary and postsecondary level in Michigan is provided in:

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*See "Introduction."

- Two-hundred and sixty-nine (269) comprehensive high schools having facilities for five or more different programs in vocational education;
- Forty-two (42) Area Vocational Centers;
- Twenty-nine (29) community colleges with a total of 34 campus locations, four of which are designated area centers to serve secondary school students.

Michigan also has numerous high school "shared-time programs" under which vocational education is provided to secondary school students through the sharing or joint use of resources in participating high schools. These programs are operationally similar to the programs operated by the Area Vocational Centers but differ in terms of formalization, duration of joint agreements, and funding provisions.

Four (4) community colleges also function as Area Vocational Centers serving secondary school students, and four (4) provide instruction in vocational education to secondary school students through contracts with local education agencies.

High school students from Michigan may also be served by vocational schools in Indiana and Wisconsin under provisions of a student exchange program administered (fiscally) through the State Education Agencies of these States.

In addition to these formal organizations, Michigan law has provided for the development of contractual programs under which private business and industry may provide vocational education to students of high schools not able to offer vocational education programs.

Services: High schools and Area Vocational Centers in Michigan offer vocational education programs for secondary school students and adults.

Michigan's community colleges offer postsecondary degree, certificate, and diploma programs as well as adult vocational education programs.

The secondary and postsecondary vocational education systems of Michigan engage in a broad range of cooperative programs designed to promote the efficient use of resources available in all institutions. Examples of resource sharing between secondary and postsecondary institutions in Michigan include community colleges using secondary school facilities for postsecondary programs and secondary schools leasing facilities from community colleges to operate their own vocational education programs in community college facilities.

In addition, community colleges and Area Vocational Centers in several areas have developed joint "mission statements" setting forth the responsibility of each institution for the delivery of services within a common service area. Such a "mission statement" might, for instance, identify the community college as the responsible agent for adult education programs, but make secondary school facilities available for adult vocational education programs administered under the community college.

Prior to 1977, the only educational agencies which could independently operate Area Vocational Centers were Intermediate School Districts, community colleges, and regular K-12 school districts having a total enrollment of over 29,000 students. In 1977, this enrollment requirement was reduced to 18,000 students for independent school districts and an additional provision made for two or more contiguous school districts to form an area program consortium and operate a joint vocational center if they have a total enrollment of at least 12,000 students. Regular (K-12) school districts not meeting the criteria set forth above cannot offer "area" vocational education programs but can administer vocational education programs in their regular high schools.

(State guidelines require "area" vocational centers to offer a minimum of 15 programs in five different fields.)

Michigan does not at the present time have a Statewide system of articulation for vocational education programs between secondary and postsecondary institutions. However, the Division of Vocational Education has funded a broad variety of local programs for the development of articulated (secondary/postsecondary) vocational education programs as well as for the promotion of coordinated planning between secondary and postsecondary instructional programs.

Regionalization and Coverage

For purposes of vocational education, Michigan is now divided into eleven different types of regions for the planning and delivery of vocational education at the secondary and postsecondary levels; additional provision exists for the creation of local "regional" vocational education programs on an ad hoc basis. These systems are described in the following discussions.

Comprehensive High Schools and Area Vocational Centers: For purposes of the delivery of vocational education at the secondary level, the principal vehicle for "regionalization" is the Intermediate School District. Intermediate School Districts, which now include all K-12 school districts in the State, have been created under the provisions of a 1967 statute enabling two or more school districts to join together to create a new, independent authority to serve as a vehicle for providing (on a joint basis) services which could not be afforded by any of the participating school districts alone.

While vocational education is only one of the services which may be provided through the Intermediate School Districts, 22 of the 58 Intermediate School Districts have established Area Vocational Centers to provide vocational education to all of the participating secondary school districts. Four (4) other Intermediate School Districts have contracted (on behalf of the participating school districts) with community colleges to provide vocational education in an area center basis to the school systems within these Intermediate School Districts. Four-hundred and fifty-three (453) of Michigan's 539 K-12 school districts are participants in Intermediate School Districts supporting regional vocational education programs.

The second type of "regionalized" delivery system for vocational education, for which enabling legislation was enacted in 1977, is the "consortia" area vocational program model. The creation of a consortium requires that the participating school district engage in a 15-year agreement for the provision of joint area vocational program services on a "regional" basis. Thus, consortia do have a legal basis which insures the continuing availability of vocational education programs to students within the consortium school district. In this way consortia differ from "shared-time programs" which generally provide for shared services based on only a year-to-year agreement. (Inasmuch as the "consortia" concept was only authorized this year, only one such program is functioning at this time with five (5) K-12 school districts.

Four-hundred and fifty-eight (458) of Michigan's regular school districts administer their own vocational education programs or participate in a regional "shared-time program" thus making "comprehensive" programs of vocational education available to a total of approximately 35 percent of the secondary school students in Michigan.

Community Colleges: Community college districts, which are created by local initiative and operate as independent institutions, now encompass approximately 45 percent of the State including approximately 80 percent of the population.

General: In addition to its regionalized vocational education delivery systems, the State of Michigan is divided into 53 Career Education Planning Districts whose purpose it is to coordinate the development of vocational education programs on a regional basis at the secondary school level. These Career Education Planning Districts (which were originally created as Vocational Education Planning Districts in about 1971) were formally established in 1974 by State statute which specified that all school districts in the State must be included in a Career Education Planning District. These agencies do not administer vocational education programs, nor do they have authority over agencies which do. Their primary role is to coordinate program planning among agencies and to make recommendations to the State Agency regarding program development. (Career Education Planning Districts are generally coterminous with Intermediate School Districts.)

Administration

Comprehensive High Schools: For regular school districts operating independent programs of vocational education in their own high school or vocational centers or participating in "shared-time programs," each of the participating school districts is independently responsible for the administration of vocational education programs offered in its schools. Each regular school district participating in such programs has independent taxing and bonding authority.

Area Vocational Centers: Area Vocational Centers operated by, or under the authority of, Intermediate School Districts are governed by one of the three administrative structures identified below.

- The Center is owned and administered directly by the Intermediate School District (10);
- The Center is owned by the Intermediate School District but administered by one of the participating school districts, generally the school district in which the area center is physically located (2);
- The Center is owned and administered by a community college under contract to the Intermediate School District (1).

In all cases, the area vocational program is operated under the authority of the Intermediate School District Board which is the fiscal agency for such area vocational programs. For purposes of operating Area Vocational Centers, Intermediate School Districts have independent taxing and bonding authority.

While the school board of the Intermediate School District is generally composed of members of the school boards of participating school districts, some Boards are made up of lay citizens. To insure local school input, all area vocational programs operating under the aegis of Intermediate School Districts have created some form of advisory committee composed of the superintendents of the participating school districts. This committee provides a vehicle for the direct coordination of educational programs administered under the authority of the intermediate school district and those programs operated in the school districts included in the Intermediate School District.

Community Colleges: Community college districts are each locally established and are operated as independent institutions by a locally elected Board of Trustees. Each local board of trustees has complete authority over institutional programs and policy and has independent authority of tax and issue bonds. While some community colleges were originally established by regular school districts as junior colleges, the Community College Act (1966) established the community colleges as independent entities and expanded organization options to include all the area within a county or Intermediate School District, which may establish and operate a community college.

Michigan's community colleges now exist as independent authorities whose operations are nominally coordinated on a Statewide basis only by virtue of the fiscal support provided to the operation of these institutions from State education funds.

Financing Facilities and Equipment for Vocational Education

Comprehensive High Schools: Michigan law makes provision for only nominal State participation in any local school construction project, except through a school bond loan program which provides loans in an amount up to 90 percent of the amount required to pay principal and interest. Therefore, vocational education facilities in general high schools, inclusive of independent comprehensive high schools and high schools participating in "shared-time programs" which are not designated as area delivery systems, are funded (essentially) 100 percent with local funds.

Area Vocational Centers: Facilities for vocational education in "designated" Area Vocational Centers are generally financed with funds from the Vocational Education Act and local funds. In the 44 counties included in the Upper Great Lakes Regional Commission, funds from this Commission have been used to supplement local funds and provide a three way match for vocational facilities.

Under the general funding provisions for Area Vocational Centers, Vocational Education Act funds are used to match local (or local plus Great Lakes Regional Commission) funds on a 45:55 basis. The use of Vocational Education Act funds is, however, limited to 85 percent of the project cost and/or a maximum of $25 per square foot. All costs in excess of this amount are paid for with local funds.

(One exception to this provision is the City of Detroit which is now implementing a vocational education facility building program in accordance with the provision of the court desegration order. In Detroit, vocational education funds are being used to provide 50 percent of the total cost of the construction project, i.e., the Vocational Education Act contribution is not limited to the $25 per square foot ceiling applicable to other institutions in the State.)

In one Area Vocational School construction project, Public Works Act funds were used to fund the entire project cost; in another, the total project cost was financed with a combination of funds from the Vocational Education Act and the Economic Development Act matched 50:50 from each source.

Prior to 1972, it was State policy to require local education agencies to pass local bonds in the amount of the total construction project because of uncertainty concerning the continuity of Vocational Education Act funding. However, the local education agencies are presently required to raise local revenues (through the passage of a bond issue or through other means) only in the amount of the difference between the total project cost and the amount pledged from other sources.

Michigan law also provides that Intermediate School Districts may collect a general levy (which is usually used for both operating costs and debt service) during the construction of a new facility. Inasmuch as there are no operating costs incurred during the construction period, this entire authorization may be used to pay construction costs. These revenues may be sufficient to pay the entire local share of the construction project, thus effectively enabling the school to construct a facility without issuing bonds.

Vocational Education Act funds used for facility construction are committed in the year of project approval but are reimbursed annually from future year Vocational Education Act authorizations to the State.

Initial equipment for vocational education programs in Area Vocational Centers and vocational facilities in high schools is funded with Vocational Education Act and local funds on a 45:55 basis for all approved initial equipment having a value over $50 per item. State funds are not directly allocated in the acquisition of initial equipment for Area Vocational Centers. However, the "added cost" funding formula under which State funds are allocated on an annual basis to support operating costs includes a factor to provide for equipment acquisition. Thus, State funds are also indirectly used for equipment purchase.

In the review of funding applications for facilities construction and equipment acquisition, facility and equipment costs are budgeted separately, and if there are insufficient funds to acquire equipment for a proposed project the entire project is disapproved. This practice is based on a State's perspective that an inadequately equipped program is of no value and that the program is adequate only if the facility is adequately equipped. Equipment acquisition is funded from Vocational Education Act funds in the year of approval, i.e., split-funding is seldom used in the acquisition of equipment.

Community Colleges: Prior to 1967, at which time State legislation was enacted providing for the creation of Area Vocational Centers at the secondary level, most of the facilities and equipment funds authorized under the Vocational Education Act were used to expand facilities and provide equipment in community colleges. At this time, capital projects for vocational education projects and community colleges were funded with State and Federal funds on a 50:50 matching basis. (Facilities for general education and other purposes are funded with local bond issues.)

Provision still exists for up to 50 percent of the cost of construction and equipment acquisition for vocational education programs to be funded with Vocational Education Act funds. However, since 1967 the area vocational school construction programs have had priority over new community college projects, and the limited availability of Vocational Education Act funds has meant that most community college construction projects were not funded.

Since 1976, no Vocational Education Act funds have been used for capital projects in community colleges because the State legislature has enacted a provision under which the use of Vocational Education Act funds in a construction project would result in a reduction of State funds applied to such projects, i.e., supplanting State funds with funds from the Vocational Education Act.

Equipment for vocational education facilities in community colleges is funded under the same provisions as described for secondary schools.

Financing Vocational Education Program Operating Costs

Comprehensive High Schools and Area Vocational Centers: All vocational education programs in secondary schools are supported with Vocational Education Act funds, State vocational education funds, and local funds. In addition, vocational education programs in comprehensive high schools are supported with State general education funds.

State general education aid funds used to support both general and vocational education programs in regular high schools are allocated based on a State equalization formula which provides State general education funds to local education agencies in accordance with their local tax effort and ability to pay. Specifically, the State aid formula provides that (a) for local education agencies levying a 22 mill tax, the State will provide additional education aid up to the amount which would be represented by a 22 mill tax rate on a $39,000 per student State equalized valuation; and (b) for a local education agency levying a tax of 27 mills, the State will provide sufficient funds to generate revenues equal to a 27 mill tax rate on $42,000 per student State equalized valuation. If the local millage is sufficient to raise funds equal to or greater than the amount which would be represented by a 27 mill tax on $42,000, the local agency receives no general State aid.

General State aid funds are included in the reported match of Federal funds by prorating the total cost of the educational programs in secondary schools (grades 11 and 12) over the percentage of the total student contact hours generated by general and vocational education. The portion of the total cost "going to vocational education" is counted toward the State and local match for Federal funds.

Intermediate School Districts, which exist as autonomous educational agencies for purposes of taxing and bonding, have no independent taxing source to raise local general education funds for area vocational education programs and do not participate in the general State aid formula described above. Therefore, these programs of vocational education are paid entirely with the combination of local funds and State vocational education funds.

The State authorization for vocational education is allocated to local education agencies on the basis of the priority of manpower demand for individual programs. That is, programs having the highest demonstrated manpower demand are funded first (at the added cost rate established by the State). After all such programs are funded, programs having the second highest demand are funded in accordance with the same provisions. The State vocational education appropriations are expended under the provision until exhausted. Vocational education programs not qualifying for receipt of State aid funds are nominally supported with Vocational Education Act funds allocated on a per pupil basis.

In 1975, the State legislature altered the "added cost" reimbursement program to reduce the State share of the "added cost" to 75 percent.

In order to improve the level of utilization of available facilities, vocational education programs offered on an extended day or extended year (summer) program are funded on a 100 percent "added costs" basis.

Vocational education programs administered in Intermediate School Districts are financed entirely with State funds and taxes imposed by the Intermediate School District. There is, therefore, no requirement for the direct participation of the regular school districts in the financing of vocational education programs administered by Intermediate School Districts.

Community Colleges: Vocational and general education programs in community colleges are funded with a combination of State, general and vocational education funds, Federal Vocational Education Act funds, local funds, and tuition.

The State appropriation for both general and vocational education programs in community colleges is based on full-time equivalent students and Carnegie units of instruction by program area, i.e., vocational education versus college transfer.

Vocational Education Act funds for community college programs are allocated to institutions on the basis of the formula presented in the State Plan.

24. MINNESOTA

State Governance of Vocational Education

State Agency(ies) with Vocational Education Responsibilties

All regular programs of vocational education in Minnesota's secondary schools and in the State's postsecondary Area Vocational-Technical Institutes are operated under policies established by the Division of Vocational-Technical Education in the State Department of Education. The State Department of Education reports to the State Board of Education which serves as the State Board for Vocational Education.

Minnesota also has a community college system, which offers nominal programs in vocational and technical education, and reports to the State Board of Community Colleges.

Coordination Between State Agencies

The development of vocational and technical education throughout the State of Minnesota, particularly at the postsecondary level, is coordinated through two mechanisms.

At the State level, the Higher Education Coordinating Board has been established to coordinate the development of all postsecondary institutions and all instructional programs, and to promote program articulation and cooperation between agencies and institutions at the local and State level.

At the local level, the directors of the Area Vocational-Technical Institutes and community colleges meet informally on a regular basis, and formally on an annual basis, to develop cooperation and coordination in the development of their respective programs and institutions.

Organizational History

No major changes have occurred in the State administrative structure for vocational education in Minnesota since the passage of the Vocational Education Act of 1963.

Organization of Vocational Education Delivery System

Institutions and Services*

Institutions: Vocational education in Minnesota is provided in:

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*See "Introduction."

- Twenty-eight (28) comprehensive high schools having facilities for five or more different programs in vocational education;
- Sixty (60) cooperative centers providing regionalized programs of vocational education on a shared-time basis at the secondary level;
- Thirty-three (33) postsecondary Area Vocational-Technical Institutes (operating on 34 campus sites); and
- Seventeen (17) community colleges which offer programs in vocational and technical education.

In addition, the high schools of Minnesota are engaged in a variety of joint/cooperative programs such as the sharing of instructional staff and contract programs for the delivery of vocational education services.

Three of the Area Vocational-Technical Institutes serve as "intermediate districts" for secondary vocational education. These institutes operate "dual" vocational education programs in which secondary students may be served in the morning and postsecondary students served in the afternoon and evening (or vice versa) or in which individual laboratories are used exclusively (on an all day basis) for secondary vocational education programs while postsecondary and adult programs use other facilities.

High school students in Minnesota are also served by one vocational center in North Dakota.

Services: By State Board policy, high schools and cooperative centers offer vocational education for only secondary school students and adult vocational education. Postsecondary degree, certificate, or diploma programs are exclusively the responsibilities of the Area Vocational-Technical Institutes and community colleges.

This limitation on secondary level vocational education reflects the philosophy that vocational education programs in secondary schools should: (a) provide an opportunity for career exploration; (b) develop basic saleable skills; and (c) serve as feeder programs for vocational-technical programs in the Area Vocational-Technical Institutes. Thus, vocational education programs in secondary institutions do not attempt to develop an advanced level of competency in vocational education areas and provide virtually no instruction in "technical" education.

Minnesota legislation does not delegate to any specific agency the authority to certify a vocational or technical education program and award an associate degree. As a result, two-year postsecondary vocational-technical education programs offered in Area Vocational-Technical Institutes lead to the degree of "Associate in... (name of discipline)" which is awarded by the local school district administering each Area Vocational-Technical Institute. This degree is not the same as an Associate of Arts or Associate of Science, which may be awarded only by institutions of higher education, but is a special degree which was created as a result of the requirements imposed by many industries that personnel hired for selected positions have a two-year "associate degree."

Vocational education programs in the community colleges and Area Vocational-Technical Institutes differ significantly in that Area Vocational-Technical Institute programs are established (by law) on the basis of six contact hours per day five days a week; whereas, vocational education programs in community colleges generally offer skill development instruction for less than 15 hours a week.

Minnesota has for several years been engaged in the development of a Statewide program of articulation between the vocational education programs offered in the secondary institutions and those offered in the Area Vocational-Technical Institutes.

At present there is no formal program of articulation between Area Vocational-Technical Institutes and community colleges, or between Area Vocational-Technical Institutes and universities. However, as a local option, programs exist for the transfer of credits between Area Vocational-Technical Institutes and each of these institutions.

Minnesota's community college system was initially oriented toward the development of college transfer programs and during the initial development the State's postsecondary vocational-technical education system "opted out" of the vocational-technical education system. However, these institutions are now attempting to expand their program offerings in vocational education.

Regionalization and Coverage

Comprehensive High Schools and Cooperative Centers: Two hundred sixty-four (264) of Minnesota's secondary school districts are served by State approved vocational centers: four by shared-time centers operated by city school systems, 31 by Area Vocational-Technical Institutes operating intermediate district centers, and 229 as participants in cooperative centers. The comprehensive high schools and shared-time center programs in Minnesota make a choice of five or more programs of vocational education available to more than 85 percent of all high school students.

Area Vocational-Technical Institutes: Each of Minnesota's Area Vocational-Technical Institutes, while locally administered, is intended to provide service on a Statewide basis, and enrollment in all Area Vocational-Technical Institutes is open to students Statewide*.

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*In addition to general admissions policies, this concept of the operation of the Area Vocational-Technical Institute system as a Statewide program of postsecondary vocational-technical education is enhanced by the fact that each of the Area Vocational-Technical Institutes offers at least one program which is unique to that institution and is intended to both (a) respond to the Statewide need for manpower in an occupational area for which there is insufficient demand to justify offering the same program in more than one institution, and (b) provide each institution with Statewide "drawing power."

Community Colleges: Minnesota's community colleges were, like Area Vocational-Technical Institutes, initially "local" institutions operated by an individual school district. In 1964, these community colleges were taken over by the State and are now operated as State institutions having no defined service areas.

Administration

Comprehensive High Schools: All vocational education programs in regular comprehensive high schools, including those serving students from multiple schools through contracts or other shared resource programs, are operated individually by single school districts which have full taxing and bonding authority.

Cooperative Centers: Cooperative centers which provide vocational education on a shared-time basis to students from two or more school districts are administered by a Board composed of members of the School Boards of each of the participating school districts. The institution itself, however, is generally administered by the supervising superintendent of the school district in which the cooperative center is physically located.

The superintendents of the school districts participating in the cooperative center program also have a voice in the organization and administration of these cooperative centers through an advisory committee made up of the superintendents of all participating districts. The committee is required to have direct input into program and policy decisions regarding the operation of the cooperative center.

Cooperative centers exist by virtue of joint agreements between participating school districts and not as independent legal entities. Therefore, individual school districts have the right to withdraw from such programs and are not bound to continue participation in a program.

Cooperative centers have no independent taxing or bonding authority and all capital and operating funds must be provided by the participating school districts in accordance with the provisions of the charter or joint agreement establishing the cooperative center.

Area Vocational-Technical Institutes: Area Vocational-Technical Institutes are administered independently by local education agencies (i.e., regular school districts). Each school district operating an Area Vocational-Technical Institute has independent taxing and bonding authority for purposes of the construction and operation of the Area Vocational-Technical Institute.

The three Area Vocational-Technical Institutes which also serve secondary school students as "intermediate districts" are administered by a joint board in accordance with the provisions for cooperative centers. However, since the fiscal agent status of a cooperative center and Area Vocational-Technical Institute differ, separate records must be maintained for each of the programs (i.e., secondary and postsecondary) offered in the Area Vocational-Technical Institute.

Community Colleges: Minnesota's community colleges were all initially established as locally administered institutions operated by the Boards of Education of regular school districts. In 1964, these institutions were taken over by the State and are now administered by the State Board of Community Colleges. However, each community college has a legally required local advisory board whose members are appointed by the State Board of Community Colleges.

Financing Facilities and Equipment for Vocational Education

Comprehensive High Schools and Cooperative Centers: All vocational education facilities in high schools and cooperative centers in Minnesota are funded 100 percent with local funds. Equipment for vocational education programs in comprehensive high schools and cooperative centers is financed with State and Vocational Education Act funds on a 50:50 matching basis. For cooperative centers, State and Vocational Education Act funds pay 100 percent of the cost of both capital and operating equipment plus supplies and materials. However, only capital equipment for vocational education in regular high schools is funded in this way since the cost of supplies and materials is included in program operating costs for each program for which State and Federal funds are allocated by formula.

Area Vocational-Technical Institutes: Originally, vocational facilities for Area Vocational-Technical Institutes were financed with local and Vocational Education Act funds on a 50:50 matching basis. However, this program has been discontinued and facilities for Area Vocational-Technical Institutes are now financed 100 percent with local funds.

State funds are indirectly used to support capital projects in Area Vocational-Technical Institutes through a provision by which the State aid for the operation of vocational and technical education programs in Area Vocational-Technical Institutes includes a cost factor for a percentage of the construction cost "allocated" to "out of district" students served by each Area Vocational-Technical Institute. Vocational Education Act funds and State funds provided through the chargeback provision apply only to vocational facilities used for community activities or general academic programs.

Equipment for Area Vocational-Technical Institutes is financed in part with State funds allocated through the State's operating cost allocation of $2,200 per FTE student. (This State aid also includes a capital allocation for facilities.)

Community Colleges: Facilities and equipment for community colleges are financed 100 percent with State funds.

State funds for equipment and, where appropriate, facilities in all institutions are secured through general revenues appropriated annually by the State Legislature.

Financing Vocational Education
Program Operating Costs

Comprehensive High Schools and Cooperative Centers: Vocational education programs in comprehensive high schools and cooperative centers are funded through a combination of State vocational education funds and local funds provided on approximately a 50:50 matching basis. In addition, State general education funds provided to each school district on the basis of an equalization formula may also be used by local education agencies for the support of vocational education programs.

Vocational Education Act funds are provided to support the cost of programs in regular comprehensive high schools and cooperative centers on a project basis only and are not used to provide direct support to the operation of vocational education programs at the secondary level.

Area Vocational-Technical Institutes: Vocational education programs in Area Vocational-Technical Institutes are financed with a combination of State and Federal Vocational Education Act funds, local funds, and tuition. Until 1976, Area Vocational-Technical Institutes were financed approximately 80 percent with State funds and 10 percent with Federal funds. The remaining revenues were raised through a vocational education operating levy of up to one mill raised by the sponsoring school district (one-half mil in the case of Area Vocational-Technical Institutes which also operate as intermediate districts to serve secondary school students).

Prior to 1976, Area Vocational-Technical Institutes charged no tuition. However, legislative action in 1976 established a tuition which now amounts to approximately ten (10) percent of the total cost, and in July of 1978 will be raised to represent approximately 25 percent of the total cost.

State vocational education funds and Federal Vocational Education Act funds are allocated to Area Vocational-Technical Institutes by formula and include provision for instructional cost and debt service.

Community Colleges: Minnesota's community colleges are funded with State funds and tuition. Community colleges in Minnesota receive no funds from the Vocational Education Act for their vocational education programs.

25. MISSISSIPPI

State Governance of Vocational Education

State Agency(ies) with Vocational Education Responsibilities

Vocational education programs at both the secondary and postsecondary level in Mississippi are administered by the Division of Vocational and Technical Education of the State Department of Education in accordance with policies established by the State Board of Education. The State Board of Education serves as the State Board of Vocational-Technical Education.

Coordination Between State Agencies

The Division of Vocational and Technical Education has sole responsibility for vocational education in all public educational institutions.

Organizational History

Prior to 1946, vocational education in Mississippi was administered by a separate State Board for Vocational Education. This board was integrated into the State Department of Education by legislative action.

In 1968, the Division of Vocational and Technical Education was reorganized by level of instruction (i.e., secondary and postsecondary) resulting in the creation of separate administrative units within the Division. In 1977, these two units were merged to again create a single unit to better coordinate program development in the secondary and postsecondary institutions.

Organization of Vocational Education Delivery System

Institutions and Services*

Institutions: Vocational education in Mississippi is offered in:

- Approximately forty (40)* comprehensive high schools having facilities for five or more different programs in vocational education;
- Sixty-two (62) vocational centers administered by comprehensive high schools and junior colleges and intended to serve primarily high school students; and

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*See "Introduction."

- Twenty-eight (28) postsecondary vocational centers administered by junior colleges and primarily serving postsecondary school students.

Mississippi high schools also participate in a variety of shared resource programs which enable high school students to attend a high school other than their own to receive vocational education in subjects not taught in their own high school.

Services: Vocational centers administered by comprehensive high schools offer programs in secondary and adult vocational education.

Vocational centers administered by junior colleges offer degree, certificate, and diploma programs in postsecondary levels of vocational education and adult vocational education programs.

Vocational education centers administered by junior colleges serve secondary school students through contracts with local education agencies.

Regionalization and Coverage

Vocational Centers-High Schools: Vocational education programs serving secondary students in vocational centers administered by regular school districts and junior colleges serve students from the majority of the 150 school districts in Mississippi.

Vocational Centers-Junior College: Postsecondary vocational centers administered by junior colleges provide services in 13 "service regions" but serve students on a Statewide basis. These institutions provide postsecondary level vocational education services within a reasonable commuting distance of all students in the State.

Administration

Comprehensive High Schools and Vocational Centers: Comprehensive high schools and vocational centers administered by secondary school districts are administered by the boards of education of municipal (city) and county school systems and by consolidated school districts. All regular school districts have independent taxing and bonding authority.

Vocational centers, which are administered by regular education agencies (secondary and postsecondary), constitute an independent vocational education delivery system which, while not operated as physically independent institutions, are fiscally independent agencies operated by local education agencies, both regular school districts and junior colleges. Vocational centers administered by regular school districts are operated on the "host" school concept and are administered independently by the board of education of the "host" school district.

Vocational centers which serve more than one school district are jointly administered by a board composed of members of the boards of participating school districts. Vocational centers do not exist as independent legal entities for purposes of taxing and bonding and have no taxing or bonding authority.

Junior Colleges: Junior colleges are established by one or more counties and are independently governed by a local elected board of trustees, an ex-officio member of which is the superintendent of education for the county (or counties) sponsoring the junior college. Junior college boards each have independent taxing and bonding authority.

Financing Facilities and Equipment for Vocational Education

Comprehensive High Schools: Vocational education facilities and equipment in high schools which do not operate as vocational centers are funded under the provisions of the general State aid program for capital projects which allocates a fixed amount of money per average daily attendance to districts engaged in capital projects.

Vocational Centers: Facilities and equipment for vocational centers administered by comprehensive high schools and junior colleges are financed with funds from the Vocational Education Act, Appalachian Regional Commission funds, and State and local funds.

State general education funds used for the acquisition of vocational facilities in secondary schools are not controlled by the Division of Vocational Education but are allocated directly to local schools which then use these funds as a portion of their local match to apply for Vocational Education Act funding.

Facilities for vocational centers are generally funded with Vocational Education Act funds and local funds on approximately a 50:50 basis. State funds are used solely for equipment acquisition in vocational centers. These funds are allocated through annual appropriations.

Prior to 1968, equipment for vocational education programs in vocational centers was funded with a combination of funds from the Vocational Education Act and State vocational education funds. Approximately ten percent (10%) of the total funding was derived from the Vocational Education Act. Now, however, State funds pay the entire cost of equipment for vocational education programs and the State maintains title to all equipment, thus enabling it to move equipment from district to district as program needs change.

State funds used in the acquisition of equipment for vocational education programs and in the annual allocation of capital funds to junior colleges are derived through legislative appropriations authorized on an annual basis.

Financing Vocational Education
Program Operating Costs

Vocational Centers-High Schools: Vocational education programs in vocational centers controlled by secondary schools or serving secondary school students receive funds under the State Minimum Foundation Program which provides State reimbursements to the operating cost of educational programs at the secondary level based on a computed State share of the vocational teacher unit cost established by the State Department of Education.

Vocational Education Act funds are allocated to vocational centers by formula and, in combination with State vocational education funds, pay the portion of the teacher unit cost not supported under the Minimum Foundation Program. All instructional costs in excess of the Statewide teacher unit rate established for the Minimum Foundation Program are paid from local revenues.

Vocational Centers-Junior College: Vocational education programs in vocational centers administered by junior colleges, which do not qualify for assistance under the Minimum Foundation Program, are reimbursed up to the teacher unit rate established under the Minimum Foundation Program from Vocational Education Act funds and State vocational education funds. Instructional costs not supported with funds from these sources are paid with local revenues.

26. MISSOURI

State Governance of Vocational Education

State Agency(ies) with Vocational Education Responsibilities

All programs of vocational education in public institutions in Missouri are operated under policies established by the State Board of Education and administered by the Division of Career and Adult Education in the State Department of Education. Vocational education programs are also offered in the State's junior colleges which report to the Coordinating Board for Higher Education. These vocational education programs are also operated under the policies of the Division of Career and Adult Education. The role of the Division of Career and Adult Education as the sole State agency for vocational education is reflective of the desires of both the General Assembly and the junior college system to maintain centralized control over the State's vocational education programs.

The State Board of Education serves as the designated State Board of Vocational-Technical Education.

Coordination Between State Agencies

The "sole State agency" role of the Division of Career and Adult Education gives it sole responsibility for the approval, supervision, evaluation, and funding of vocational education in all public institutions at both secondary and postsecondary levels. No formal mechanism exists for the joint participation of the Division of Career and Adult Education and the junior colleges in the planning and development of vocational programs at the postsecondary level. However, the informal interactions and cooperation developed when both agencies were under the Division of Education continue.

Organizational History

Until 1974, the junior college system of Missouri was administered as part of the educational program operated by local education agencies which reported to the Department of Education. The creation of an independent (local) agency for junior colleges and the change in the State level reporting structure was the result of legislative action intended to make the State's junior colleges a part of the State's higher educational system.

Organization of Vocational Education Delivery System

Institutions and Services*

Institutions: Vocational education in Missouri is offered in:

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*See "Introduction."

- Approximately two-hundred (200)* comprehensive high schools having facilities for five or more different programs in vocational education;
- Fifty-three (53) Area Vocational Centers; and
- Thirteen (13) junior college districts operating 16 college campuses.

Forty-nine of Missouri's Area Vocational Centers are operated as shared-time facilities by regular secondary school districts and three (3) junior colleges. One Area Vocational Center, which operates a full-time (general and vocational education) program, is administered by the St. Louis "special school district."** Four of Missouri's junior colleges also provide services in vocational education to secondary school students through contracts with local education agencies.

Services: Comprehensive high schools and Area Vocational Centers serve secondary school students and adults. Some also offer diploma and certificate programs in vocational education at the postsecondary level. (When the Area Vocational Center system of Missouri was initially developed, one of the regular school districts established an Area Vocational Center to operate as a technical institute serving students at the postsecondary level only. However, this system has subsequently become a general Area Vocational Center serving primarily secondary school students.)

Missouri's junior colleges and universities*** are the only institutions authorized to award associate degrees in vocational education. These institutions also offer diploma and certificate programs and adult vocational education programs. Approximately 40 percent of the enrollment in Missouri's junior colleges is in vocational and technical education.

Regionalization and Coverage

Comprehensive High Schools and Area Vocational Centers: Missouri statute makes no provision for joint vocational schools or independent vocational education districts. The "regionalized" system of vocational education in Missouri is based on the "host" school concept under which the Area Vocational Center operated by a single school district serves as the host institution for vocational education programs serving nearby secondary schools. State statute limits school systems participating in the vocational education programs of an Area Vocational Center from contracting for services for more than one year (i.e., one school Board may not obligate a future school Board). Therefore, theoretically, the boundaries of the "service regions" served by an Area Vocational Center are not fixed. In practice, however, few realignments occur on an annual basis and the regions served by Area Vocational Centers represent essentially fixed service regions. Although school districts may contract for services with more than one host school district (i.e., Area Vocational Centers), few do.

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*See "Introduction."

**One additional full-time vocational school has been designated for the St. Louis "special school district" but is not yet in operation.

***Ten universities in Missouri also offer associate degree programs in vocational-technical education. However, these institutions were not included in this project.

The development of the "host" school concept for the delivery of vocational education on a regional basis was the result of a position taken by the State Governor, in 1965, that the State already had too many individual school districts and it would be inappropriate to expand this number through the creation of additional administrative and fiscal units for vocational education. Thus, the host school concept was implemented to meet the twin objectives of (a) minimizing the number of operating entities and (b) maximizing the coverage of vocational education. At present approximately 357 of Missouri's 456 school districts are served by an Area Vocational Center. Fifty of these school districts operate the Area Vocational Centers and another 306 districts are served, under contract, by 49 Area Vocational Centers operated by secondary school systems, one operated by St. Louis "special school district," and three (3) Area Vocational Centers operated by junior colleges. In addition, an estimated 200 school districts are served by high schools offering five or more programs in vocational education.

Approximately 75 percent of Missouri's secondary school students now have access to comprehensive programs of vocational education.

Junior Colleges: Missouri's junior colleges, each of which was initially established by a regular school district, are organized on a "fixed district" basis for purposes of Board membership and local financial support. Enrollment in any junior college is, however, open to students from throughout the State.

Missouri has no program of regionalization for purposes of State administration of either general or vocational education and no program of regionalization for general purposes of State planning.

Administration

Comprehensive High Schools and Area Vocational Centers: Vocational education in all secondary schools is administered by the boards of education of regular school districts, each of which has independent taxing and bonding authority.

Local education agencies which, by approval of an application to the State Board of Education, have been designated as Area Vocational Centers are also the fiscal and administrative agents for 50 of the Area Vocational Centers. However, while the "host" school is the sole administrative authority for each Area Vocational Center, the school districts participating in each of these programs are also represented on an advisory board.

Junior Colleges: Junior colleges in Missouri are all "local" institutions operated by a local board of trustees. Each institution exists as an independent school district with full authority for taxation and bonding. Junior colleges which operate Area Vocational Centers also have advisory boards with representatives from each of the secondary school districts served by the Area Vocational Centers.

Financing Facilities and Equipment for Vocational Education

Comprehensive High Schools and Junior Colleges: Facilities for both general and vocational education programs in comprehensive high schools and junior colleges (which were originally constructed by regular school districts under the funding provisions applicable to elementary and secondary schools) are generally funded 100 percent with local revenues. While provision exists for State funds to provide a capital allocation of $100 per pupil, this allocation is limited to the lesser of either $50,000 or one half the capital project cost and it represents a relatively minor contribution to most construction projects.

Area Vocational Centers: The construction of Area Vocational Centers is financed with funds from local sources, the Vocational Education Act, the Ozark Regional Commission, and revenue sharing sources.

Until 1973, most Area Vocational Center construction was supported with Vocational Education Act funds and local funds on a 50:50 matching basis. More recently, Ozark Regional Commission funds have been used to supplement local or Federal funds in an amount up to 30 percent. Revenue sharing funds, which must be appropriated by the legislature, may represent as much as 50 percent of construction project cost. (The use of Vocational Education Act funds in facility construction has been curtailed because of the need to support other costs associated with the State's vocational education program.

In the construction of an Area Vocational Center, the local education agency is required to bond only in the amount of the difference between the total cost of the project and the amount pledged from other sources. In accordance with Missouri's program of establishing a single school district as the administrative unit for the Area Vocational Center, the entire construction cost must be borne by the district which has been designated to operate the Area Vocational Center. It is Missouri's practice to encourage local education agencies to fund the acquisition of land entirely from local funds, thus avoiding the complexities associated with the use of Federal funds for land acquisition. On occasion, State funds have been committed to vocational education facilities construction projects where special needs exist. However, this is an unusual occurrence and represents a limited investment of State funds.

Equipment for Area Vocational Centers, including both capital and operating equipment and supplies, is funded through a combination of Vocational Education Act funds and local funds on a 50:50 matching basis. Ozark Regional Commission funds may also be used for equipment for vocational education programs. In some instances, State funds are also used to match local funds for the acquisition of equipment.

Financing Vocational Education Program Operating Costs

Comprehensive High Schools: Vocational education programs in comprehensive high schools are funded through a combination of State and Federal vocational education funds and State general education support funds. For each teacher in an approved vocational education program in a comprehensive high school, the school receives a foundation grant reimbursed in the amount of $235 per teacher per month from a combination of State and Federal funds. Individual schools may receive additional support based on the school's composite score computed from the formula of need specified in the State Plan. State and Federal monies account for approximately 20 percent of vocational education program funding in comprehensive high schools.

In addition, State general education funds, which are allocated to individual school districts by formula, may be used for vocational education programs. They amount to approximately 44 percent of the total cost of education programs in secondary schools. No provision exists for the funding of administration, guidance, or placement personnel in comprehensive high schools.

Area Vocational Centers: The operating cost of vocational education programs in Area Vocational Centers is funded through a combination of State and Federal vocational education funds and local operating funds.

State and Federal funds combined (in approximately a 50:50 ratio) are used to pay approximately 50 percent of the direct instructional costs of vocational education programs in Area Vocational Centers. In addition, Vocational Education Act funds are used to pay 50 percent of the salaries of approved administrators, supervisors, and placement personnel in Area Vocational Centers. This provision is subject to a maximum share of $8,000 for administrators, $7,000 for supervisors, and a maximum of $8,000 total incurred for placement services.

In Area Vocational Centers, all costs not reimbursed with State and Federal funds (i.e., indirect costs, cost of supplies and materials, building maintenance, etc.) are paid on a prorated basis by all school districts whose students attend the host school. School districts contracting with the host Area Vocational Center for vocational education receive additional program support from State and Federal funds in the amount of $110 per year per contract student.

Junior Colleges: Vocational education programs in junior colleges are supported with State and Federal vocational education funds, local funds, and tuition. State and Federal education funds pay approximately 75 percent of the cost of instructors' salaries in vocational education programs in junior colleges. Federal funds are provided to junior colleges on the basis of $120 per credit hour for approved programs; State funds for vocational education programs are allocated to institutions as a percentage of total instructional salaries. All remaining instructional costs and ancillary operating expenses are paid by the combination of local and tuition funds.

Approved adult vocational education programs are reimbursed at the rate of 75 percent of both secondary and postsecondary institutions.

27. MONTANA

State Governance of Vocational Education

State Agency(ies) with Vocational Education Responsibilities

Vocational education in secondary schools and vocational-technical centers in Montana is administered by the Department of Vocational and Occupational Services which is part of the Office of Public Instruction. Vocational education at the postsecondary level is administered by the Commissioner of Higher Education who reports to the Board of Regents.

Both the Office of Public Education and the Board of Regents are under the State Board of Public Education which also serves as the State Board of Vocational-Technical Education.

The Superintendent of Public Instruction is the executive officer for all vocational education.

Coordination Between State Agencies

The activities of the Office of Public Instruction and Board of Regents, and of the educational institutions which operate under the aegis of each, are coordinated on the basis of State legislation, enacted in 1972, to create a single Board of Education over all education in Montana. This legislation specified that a separate Board of Regents be created for university and community college programs and a Board of Public Education be created for all secondary and postsecondary education. Members of the Board of Education are appointed by the Governor who is also an ex-officio member of the Board.

Organizational History

Prior to the 1972 reorganization of the Montana educational governance system, vocational education at the secondary level was administered through a Bureau of Vocational Education within the Instructional Services Division of the (independent) State Department of Education.

Organization of Vocational Education Delivery System

Institutions and Services*

Institutions: Vocational education in the State of Montana is provided in:

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*"See "Introduction."

- Approximately fifteen (15)* comprehensive high schools having facilities for five or more different programs in vocational education;
- Five (5) Vocational-Technical Centers;
- Three (3) community colleges; and
- One (1) four-year State institution (Northern Montana College).

Services: Only secondary schools offer vocational education programs at the secondary level in Montana.

Postsecondary vocational-technical centers offer certificate programs at the postsecondary level as well as adult programs.

The community college program offers postsecondary degree, certificate and diploma programs, and adult vocational education programs. Northern Montana College only offers postsecondary degree and certificate and diploma programs. It does not offer any adult education programs.

Regionalization and Coverage

Comprehensive High Schools: Montana has no formal system of regionalized vocational education programs at the secondary level.

Vocational-Technical Centers and Community Colleges: Enrollment in vocational education in vocational-technical centers and community colleges is open to students on a Statewide basis.

Administration

Comprehensive High Schools: The vocational education programs in all secondary schools in Montana are administered by a local (city or county) board of education, all of which have independent taxing and bonding authority.

Vocational-Technical Centers: Postsecondary vocational-technical centers may be administered by a high school district, county high school, community college district, or university. The five existing vocational-technical centers are administered by regular high school districts. However, these institutions are operated independently of the regular secondary schools in the district which serves as their board and are administered in accordance with policies established by the Superintendent of Public Instruction of the Department of Vocational and Occupational Services.

The fiscal agent for the vocational-technical centers is the local school district (which has taxing and assessing authority as well as bonding authority).

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*See "Introduction."

In addition to the school district's regular taxing authority, provision exists for a special assessment in the county in which the vocational-technical center is located.

Community Colleges: Community colleges are governed by a seven-member local elected board of trustees which reports to the State Board of Public Education through the Board of Regents. Initially, community colleges in Montana were established and administered by local board of education. Authority for independent community college districts was enacted in 1975. Community colleges are independent school districts and have their own taxing and bonding authority.

Financing Facilities and Equipment for Vocational Education

Comprehensive High Schools: Facilities and equipment for vocational education in secondary schools are funded primarily from local funds, although some funds are secured from State general education funds, State vocational education funds and a small amount of Federal Vocational Education Act funds.

In the secondary schools approximately 99 percent of the funds for construction are derived from local funds.

For equipment for vocational education in high schools, approximately 86 percent of the funds come from local sources with approximately four (4) percent from State general education funds and nine (9) percent from State vocational education funds with one (1) percent from Federal Vocational Education funds.

Vocational-Technical Centers: Facilities and equipment for vocational-technical centers are funded from local funds, State general education funds, State vocational education funds, Federal Vocational Education Act funds, and nominal amounts of Federal Coal Board funds and Higher Education Facilities Act funds.

In the vocational-technical centers 50 percent of the construction funds are derived from local sources and 50 percent come from State vocational education funds.

For equipment vocational education, five (5) percent of the cost of equipment is derived from local funds, 80 percent from State vocational education funds, and 15 percent from Federal Vocational Education Act funds.

Community Colleges: In community colleges, both facilities construction and equipment are funded from local and State funds. Approximately 35 percent of construction and equipment acquisition costs are funded from local sources and 65 percent from State general education funds.

The funding of vocational education facilities and equipment in both secondary and postsecondary institutions is based on agency policy, evaluation of grant applications and availability of funds from both Federal and State funds.

Financing Vocational Education
Program Operating Costs

Comprehensive High Schools: Vocational education programs in comprehensive high schools are financed with a combination of Vocational Education Act funds, State funds, and local revenues.

State general education funds, which are also used to support the basic costs of vocational education programs, are allocated to secondary schools in accordance with a foundation program which establishes the minimum total (local and State) resources to be available to a school district as a function of ADM.* Total resource requirements for a single district are determined based on a declining cost per student (i.e., the average cost per student in large districts is less than the average rate per student in small districts).

State vocational education funds are used to pay a fixed (Statewide) percentage of added costs of approved vocational education program costs. The actual reimbursement rate (percentage), while uniform for all schools, varies annually based on agency policy and priorities.

Vocational Education Act funds are reimbursed to school districts for varying percentages of their program costs. The percentage reimbursement rate to which each district is entitled is determined by computing a need index (according to procedures described in the State Plan) and translating the need index into a reimbursement percentage according to the "matchup" scale presented in the State Plan. (Actual allocations are, however, limited by the availability of funds and schools may not receive their entire entitlements from Vocational Education Act funds.)

Vocational-Technical Centers: Vocational education programs in vocational-technical centers are funded with State funds, 85 percent, local funds, five (5) percent, and Vocational Education Act funds, 15 percent.

Community Colleges: Vocational education programs in community colleges are financed with a combination of Vocational Education Act funds, State funds, local revenues, and tuition.

Community college districts are required by statute to levy a three (3) mill district operating tax.

The State contribution to the operating costs of community colleges is determined as the difference between the total budget and the amount secured from local revenues, tuition and other sources - such as the Vocational Education Act.

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*Montana's terminology describes ADM as "ANB" -- Average Number Belonging.

Vocational Education Act funds are used to reimburse a fixed percentage of the approved cost of vocational education programs in all community colleges. Since these institutions provide services on a Statewide basis, this reimbursement rate is uniform for all community colleges and is established as the weighted average reimbursement rate for vocational education programs in secondary schools for the same fiscal year.

28. NEBRASKA

State Governance of Vocational Education

State Agency(ies) with Vocational Education Responsibilities

Secondary level vocational education in Nebraska is provided under the authority of the State Division of Vocational Education in the State Department of Education. The State Department of Education reports to the State Board of Education which serves as the State Board for Vocational Education.

The Commissioner of Education is the executive officer of the State Board of Education.

While Nebraska has a comprehensive system of postsecondary vocational-technical education offered in the State's two-year technical community colleges, each of these institutions operates as an independent agency, i.e., there is no State coordinating agency for the Technical Community College system. The Division of Vocational Education has funding control over some vocational education programs in Nebraska's Technical Community Colleges at the postsecondary level.

Coordination Between State Agencies

No provision exists for the formal coordination of vocational education programs among State education agencies.

Nebraska does, however, have a Postsecondary Educational Coordinating Commission for Higher Education which was established by the legislature in 1976 to establish the missions and future orientation of postsecondary educational institutions.

Organizational History

Since the passage of the Vocational Education Act of 1963 there have been no changes in the structure of the State Department of Education which have affected the State administrative structure for vocational education.

(While a State Board for Technical Community Colleges was established in 1973 to serve as a State Agency for the administration of the already existent Technical Community College system, this Board was disbanded in 1975 as a result of court action which determined that the provisions which existed for the funding of the State Board were not legal within the constraint of Nebraska's constitution.)

Organization of Vocational Education Delivery System

Institutions and Services*

Institutions: Vocational education in Nebraska is offered in:

- Approximately fifty-seven (57)* comprehensive high schools having facilities for five or more different programs in vocational education;
- Fourteen (14) Technical Community College campuses and numerous satellite schools serving six "Technical Community College Areas;" and
- One (1) two-year postsecondary vocational education institute operated as a branch campus of the University of Nebraska.

Nebraska is now in the process of pilot testing a system of mobile vocational education laboratories which would be jointly owned by multiple school districts to serve vocational education needs of school district consortia.

Services: Vocational education programs in Nebraska's high schools serve secondary students and offer limited programs in adult vocational education (as funds are available). High schools do not, however, offer degree, certificate, or diploma programs at the postsecondary level.

Nebraska's Technical Community Colleges all offer associate degree and certificate programs.

Two of the campuses of Nebraska's Technical Community College Areas are designated as area vocational schools and serve secondary students.

Regionalization and Coverage

Comprehensive High Schools: With the exception of the mobile vocational education laboratory program which is now being pilot tested, all vocational education programs in secondary schools are operated independently by regular school systems.

Five suburban Omaha school systems have also formed a vocational education cooperative and are renting facilities at Boys' Town to expand their vocational education programs.

Approximately 68 percent of Nebraska's 350 secondary schools offer some programs in vocational education, although only 40, approximately 11 percent, have facilities for five or more different programs in vocational education. The two Technical Community Colleges serving secondary school students serve students from approximately ten schools.

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*See "Introduction."

Technical Community Colleges: At the postsecondary level, Nebraska's Technical Community Colleges provide vocational education on a Statewide basis through the six Technical Community College Areas, which encompass all portions of the State.

Nebraska has no program of regionalization for State planning except as cooperatively done through the six Technical Community College Areas, which were established by statute.

Administration

Comprehensive High Schools: Vocational education programs in secondary institutions are administered independently by the regular school districts, each of which has taxing and bonding authority.

Technical Community Colleges: In 1972, Nebraska's two State operated (i.e., operated by the State Board of Vocational Education) vocational-technical schools, postsecondary area vocational schools, junior colleges, and community colleges were merged, by legislative action, into the present six Technical Community College Areas.

Each of these six Technical Community College Areas is administered by an Area Board whose membership is elected from within its own area. Area Boards for Technical Community Colleges do not have bonding authority but do have taxing authority and a provision for the levying of tax which would provide a sinking fund for cash accrual for capital projects.

Financing Facilities and Equipment for Vocational Education

Comprehensive High Schools: The construction of all vocational and general education facilities in comprehensive high schools is generally funded 100 percent with local funds, although Public Works money has been used in some cases. Equipment for vocational education is also funded primarily through local revenues (bond issues and sinking fund cash accruals); however, the reimbursement formula under which local districts receive Federal funds includes an allowance for equipment, materials, and supplies for vocational education programs.

For general and vocational education facilities in secondary schools, the local independent school districts have the authority to pass bond issues for construction costs. Secondary school districts also have limited capacity to accrue capital funds in a sinking fund.

Technical Community Colleges: Technical Community Colleges, which have no bonding authority, must provide funds for all construction and equipment acquisition programs through the accrual of a cash reserve sinking fund. By State statute, Technical Community Colleges have the authority to levy up to two and one-half (2-1/2) mills for vocational education, not more than one (1) mill of which may be committed to capital projects.

State funds received by the Technical Community Colleges may also be used for equipment acquisition.

Financing Vocational Education
Program Operating Costs

Comprehensive High Schools: Vocational education programs in comprehensive high schools are funded with a combination of Vocational Education Act funds, State vocational education funds, State general education funds, and local funds. State and Federal funds are reimbursed to local school districts in accordance with the formula described in the State plan and are generally limited to reimbursements for teacher salaries and equipment. However, in some instances, this formula also provides for the reimbursement of local administrative costs at the same rate as teacher costs. At present, from 16 to 27 percent of the total instructional salaries and equipment costs of vocational education programs in secondary schools are supported with State and Federal funds, the majority of which are Federal funds, inasmuch as only a nominal amount of State funds are allocated by the legislature specifically for secondary vocational education programs. General State aid funds, which amount to approximately 20 percent of the cost of secondary programs, are also used for vocational education programs in Nebraska high schools.

Technical Community Colleges: Vocational education programs in the Technical Community Colleges are funded with a combination of State, local and Federal funds, and tuition. State funds for the operation of Technical Community Colleges are appropriated by the legislature on the basis of projected full-time equivalent enrollments. The legislative appropriation for Technical Community Colleges does not, however, distinguish between the funding for vocational and general education programs.

Technical Community Colleges may levy up to two (2) mills for the support of all education programs in the Technical Community Colleges.

The total operating costs of Technical Community Colleges are financed approximately 38 percent by State general funds, 50 percent by local tax funds, 11 percent by tuition, and 1 percent by Federal funds. No State vocational education funds are expended in the Technical Community Colleges.

Federal funds for Technical Community Colleges are allocated on the basis of the State Plan formula applicable to two-year postsecondary institutions, which is not the same formula as is applied in the allocation of Vocational

Education Act funds to secondary schools. At present, approximately 28 percent of the basic grant received by Nebraska under the Vocational Education Act is allocated to the operation of vocational education programs in the Technical Community Colleges.

For purposes of computing the State appropriations for Technical Community College programs, a full-time equivalent student is defined as a student taking 35 semester hours or 45 credit hours of instruction per year or, for adult education programs, 900 contact hours of instruction per year.

29. NEVADA

State Governance of Vocational Education

State Agency(ies) with Vocational Education Responsibilities

Vocational education programs at the secondary level in Nevada are controlled through the Vocational and Adult Education Unit in the Office of Accountability within the State Department of Education. At the postsecondary level, vocational education programs in Nevada's community colleges are administered under the authority of the Board of Regents of the University of Nevada.

The State Department of Education reports to the State Board of Education which also serves as the State Board for Vocational-Technical Education.

Coordination Between State Agencies

No formal provision exists for the coordination of vocational education planning and development activities undertaken by the Vocational and Adult Education Unit and the Board of Regents.

Organizational History

Prior to 1966, a Division of Vocational and Adult Education existed as an independent unit reporting to the State Superintendent of Public Instruction. This structure was changed by agency action in 1966 to create a Branch for Vocational Education reporting to the assistant superintendent for instructional services. The present organization was established in 1974, also by agency action.

Organization of Vocational Education Delivery System

Institutions and Services*

Institutions: Vocational education in Nevada is offered in:

- Twenty-two (22) comprehensive high schools having facilities for five or more different programs in vocational education;
- Three (3) community colleges; and
- One (1) Area Vocational-Technical School providing services at both the secondary and postsecondary levels.

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*See "Introduction."

Services: Nevada's comprehensive high schools all offer secondary level programs in vocational education and adult vocational programs. Since 1973, however, the majority of the adult vocational education programs in Nevada have been regulated through the community college system.

Nevada's community colleges offer both associate degree and certificate programs in vocational education subjects.

Regionalization and Coverage

Comprehensive High Schools: Nevada has no regular system of regionalized institutions or delivery systems for vocational education at the secondary level.

Area Vocational-Technical Schools: Enrollment in Nevada's one Area Vocational-Technical School, Southern Nevada Vocational-Technical School, is open on a Statewide basis.

Community Colleges: Nevada's community college system, which is administered as part of the University of Nevada system, does not provide "regionalized" services in vocational education. Rather, admission to all community colleges is open to students on a Statewide basis.

Administration

Comprehensive High Schools and Area Vocational-Technical Schools: Vocational education in comprehensive high schools is regulated by local (county) boards of education. (The county school system of Nevada was established by legislative action in 1956 to replace the independent local board of education as the governing authority for education through the State.) County boards of education have independent taxing and bonding authority, but both are limited by statute to fixed percentages of assessed evaluation.

Community Colleges: Community colleges, which are regulated as part of the University of Nevada system, have no local boards. Each community college has a president appointed by the Board of Regents. The community college system of Nevada is funded entirely under appropriations to the higher education system.

Financing Facilities and Equipment for Vocational Education

Comprehensive High Schools and Area Vocational-Technical Schools: All construction costs for comprehensive high schools, including both general and vocational facilities, are funded 100 percent with local bond funds.

Equipment for vocational education programs in comprehensive high schools is funded from a combination of Federal Vocational Education Act funds, State funds, and local funds. Vocational education funds used for equipment in vocational programs in secondary schools are allocated to local education agencies by formula based on grant applications submitted by the local education agency. Both initial and replacement capital equipment in comprehensive high schools are funded under the same provision.

Statewide, equipment costs for vocational education in secondary schools are distributed approximately 20 percent Vocational Education Act funds, 30 percent State funds, and 50 percent local funds.

Community Colleges: Facilities construction for community colleges is funded 100 percent with State funds allocated by line item legislative appropriations. Equipment for vocational education programs in community colleges is funded through a combination of Federal Vocational Education Act funds and State funds. Federal Vocational Education Act funds account for approximately 5 percent of the total cost of capital equipment costs, State funds for 95 percent.

Financing Vocational Education
Program Operating Costs

Comprehensive High School and Area Vocational-Technical Schools: Vocational education programs in comprehensive high schools are funded with a combination of Federal Vocational Education Act funds, State vocational education and general education funds* and local funds. At present, approximately 10 percent of the costs of vocational education programs is supported with Federal Vocational Education Act funds, 25 percent with local funds and the remainder with State funds.

State education funds are allocated to individual school districts based on the provisions of the general State aid program which specifies both the minimum local tax effort and the minimum basic per pupil support guarantee and allocates State funds in the amount of the difference between the minimum support guarantee and the amount raised in local taxes.

Prior to 1977, all Federal Vocational Education Act funds were allocated by formula to the general support of vocational education programs throughout the State. However, in 1977, the funding provisions were changed to provide a "set aside" for program improvement.

Community Colleges: Vocational education programs in community colleges are funded with a combination of funds from the Vocational Education Act, State vocational education and general State aid funds, and tuition.

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*Note: State appropriations are based on a total education budget and make no distinction between general and vocational education budgets. The distinction made in this discussion refers, therefore, to separate budget accounts within the total education budget and does not refer to distinct program appropriations.

At present, approximately 5 percent of the costs of vocational education programs in community colleges is derived from grants from the Vocational Education Act and 5 percent from tuition. The remaining 90 percent is paid by a combination of State vocational education and general education funds.

30. NEW HAMPSHIRE

State Governance of Vocational Education

State Agency(ies) with Vocational Education Responsibilities

Vocational education in secondary schools in New Hampshire is under the authority of the Division of Vocational Education while two-year postsecondary institutions offering vocational education are directed by the Division of Post-Secondary Education. Both agencies report to the State Board of Education which also serves as the State Board of Vocational-Technical Education.

Coordination Between State Agencies

The Division of Vocational Education and the Division of Post-Secondary Education now operate as independent entities. Except for the fact that both agencies report to the State Board of Education, no formal provision exists for joint planning and coordination of the development of the two systems.

New Hampshire does, however, have a formally constituted Joint Management Committee composed of representatives of the Division of Post-Secondary Education and the Board of Trustees of the University of New Hampshire. The responsibility of the Joint Management Committee is to coordinate the development of, and give approval to, all one and two-year educational programs (including programs in vocational-technical education) offered in either the technical college system or the University of New Hampshire.

Organizational History

When New Hampshire's system of postsecondary vocational-technical institutions was initially established, it operated as a bureau within the Division of Vocational Education. The Division of Post-Secondary Education was established in 1972 by action of the State Board of Education to give the postsecondary institution a separate identity.

Organization of Vocational Education Delivery System

Institutions and Services*

Institutions: Vocational education in New Hampshire is provided in:

- Seven (7) comprehensive high schools having facilities for five or more different programs in vocational education;

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*See "Introduction."

- Twenty (20) area vocational centers providing vocational education on a shared-time basis to students in grades 11 and 12*;
- Six (6) Vocational-Technical Colleges; and
- One (1) Technical Institute.

New Hampshire has no community college system and has no plans to develop such a system.

Students in one of New Hampshire's secondary area vocational education districts are also served by one of Vermont's area centers. A second center, when complete, will also serve students from Vermont.

Facilities in the postsecondary institutions are used by the area vocational centers (with courses taught by the secondary school staff) while facilities (generally classrooms) in the area vocational centers have been used by the technical colleges for their evening programs.

Services: Comprehensive high schools and area vocational centers in New Hampshire offer only secondary and adult programs in vocational education.

The Vocational-Technical Colleges and Technical Institute serve only postsecondary and adult students. All postsecondary institutions award both certificates (for one-year programs) and Associate degrees in Arts and Science (for two-year programs).

The New Hampshire Vocational-Technical College system and the New Hampshire Technical Institute differ in their purposes in that the Technical Institute seeks to prepare students for pre-professional employment while the campuses of the New Hampshire Vocational-Technical system seek to prepare students for skilled and technical trades. Neither the Vocational-Technical Colleges nor the Technical Institute have been developed as "transfer institutions," although the University of New Hampshire does award some transfer credit for courses taught in these institutions.

At the present time, no cooperative program development has occurred between the secondary and postsecondary educational systems; however, an effort to develop a vertically articulated curriculum is under way. Provision exists for students who have completed secondary vocational education programs to receive advanced placement by "testing out" of courses offered at the Vocational-Technical Colleges and Technical Institute.

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*Two of New Hampshire's area vocational centers operate in separate facilities while the remainder are operated by regular comprehensive high schools which serve as the "host" schools for shared-time vocational education programs. One new center is under construction and two more are now being planned.

Regionalization and Coverage

Both the secondary and postsecondary vocational education systems of New Hampshire have been developed on a regionalized basis. However, the criteria for, and objectives of, regionalization for the two systems differ. These regional programs, when fully developed*, will provide access to both secondary and postsecondary vocational and technical education on a regionalized basis to students throughout the State. Specific characteristics of these regions are described below.

Comprehensive High Schools and Area Vocational Centers: For purposes of the delivery of vocational education at the secondary level, New Hampshire is divided into 20 regions (created specifically for the purpose of providing vocational education programs) which were designed on the basis of population and commuting distances. The design criteria for these institutions was that an area vocational center would be located within 15 to 20 minutes of all high schools throughout the State.

The general secondary education system of New Hampshire is also a "regionalized" system characterized by three different forms of school districts, two of which represent sub-regionalized school districts, and all of which have organizational structures which have an impact on the effective delivery of vocational education. These systems are described briefly below.

Overall, the State of New Hampshire includes 47 Supervisory Unions which represent regional coordinating units for general education programs. Each Supervisory Union has a superintendent responsible for the overall regulation of educational programs within them. Within these Supervisory Unions there exist three types of school systems:

> Independent school districts - School districts serving a single town or municipality and having independent taxing and bonding authority and administered by a single school board.
>
> AREA's (Authorized Regional Enrollment Area) - School "districts" made up of a single high school owned and operated by a single school district but serving the high school needs of several communities on the basis of contracts under which "slots" are reserved for each of the participating school systems on a long range contract basis. Such systems are administered solely by the school board of the operating school system and each has the taxing and bonding authority of an independent school district.
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> Cooperative districts - High school districts jointly owned and jointly administered by multiple towns or municipalities.

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*New Hampshire's Vocational-Technical Colleges are all built while the State's system of area centers is still in development.

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Each of the three types of school systems identified previously serves as the "host" school for an area vocational center in one or more of the 20 vocational education service areas. The boundaries of the designated 20 vocational education service areas are not, however, coterminous with the boundaries of the Supervisory Unions, AREA's, or cooperative districts, although they have been designed to be coterminous with the boundaries of the independent school districts.

At the secondary level students from the high schools throughout New Hampshire may attend any of the area vocational centers, and funding provisions for the operation of vocational education make specific provisions for the accommodation of students on a residential basis at centers distant from their homes. These provisions have been developed to make vocational education accessible to high school students throughout the State.

Vocational-Technical Colleges and the Technical Institute: The "districts" of the six Vocational-Technical Colleges of New Hampshire, each of which functions as a campus of a single State Vocational-Technical College system (rather than as an independent administrative unit), are defined in terms of primary service regions whose boundaries were established based on travel distances and times. These districts have no significance for administrative or taxing purposes inasmuch as the system as a whole is State administered and State financed. Rather, the "district" boundaries define the primary recruiting area of each institution and the area within which each institution has principal responsibility for the promotion of postsecondary vocational-technical education.

Enrollment in the Vocational-Technical Colleges and the New Hampshire Technical Institute is open to students on a Statewide basis. The boundaries of the secondary and postsecondary vocational education service regions are not coterminous and were not developed with joint planning and program development as primary design criteria.

Administration

(See definitions of administrative unit types in the above section.)

Financing Facilities and Equipment for Vocational Education

Comprehensive High Schools and the Area Vocational Centers: Prior to 1972, the construction of vocational facilities and the acquisition of equipment for area vocational centers were funded from Vocational Education Act funds and local funds on a 50:50 basis (when sufficient Federal funds were available). However, this agency policy for the financing of area vocational center construction was revised by State statute in 1972 (at the time the postsecondary system was removed from the Division of Vocational Education and established as a separate school system) to provide for full State funding of capital costs for area vocational centers. This change in statute was made because the limited Federal funds available were insufficient to meet the needs of the expanding system and was intended to promote the expansion of the area vocational center "system."

Based on this statute, 100 percent of the approved cost construction and initial equipment acquisition for area vocational centers is paid from State funds secured from the sale of State bonds authorized by the legislature. Facilities or equipment which are desired locally but not approved for State funding must be financed 100 percent from local bonds. However, for such investments the local agency may receive reimbursement under the general school construction financing procedures identified below. Bonds for such construction and/or equipment acquisition projects are issued by the "host" district only and do not represent an investment by all schools in the district. Title to area vocational center facilities and equipment remains with the sponsoring (host) school district.

The replacement of equipment in area vocational centers is generally funded out of a combination of local funds and Vocational Education Act funds appropriated annually under the funding formula described in the State Plan.

Facilities and equipment for vocational education programs not designated as area vocational centers are funded under the provisions of the general school construction program in which the State pays only 30 percent of the construction costs of facilities in a regular independent school district, 40 percent in AREA's, and 55 percent of the construction costs for a cooperative school facility.

Vocational-Technical Colleges and the Technical Institute: The 1961 enabling legislation for New Hampshire's postsecondary vocational-technical education system provided that 100 percent of the cost of facility construction and equipment acquisition for postsecondary vocational-technical institutions be funded by general State revenues. Each construction or equipment acquisition project requires legislative authorization which encumbers the necessary funds in the year of project approval. Inasmuch as this legislative authorization establishes the construction and capital budget prior to actual development of working drawings, etc., it is necessary that the Division of Post-Secondary Education and the State Department of Public Works and Highways (which actually undertakes all State construction projects) assure that the final building is completed within the approved budget, even if it is necessary to make cutbacks in the facility design and equipment of the original plan in order to meet the budgetary limitations imposed by the approved legislative budget.

A limited amount of Vocational Education Act funds and Higher Education Facilities Act funds has also been used in the Vocational-Technical College system and New Hampshire Technical Institute. The use of Vocational Education Act funds in postsecondary institutions has, however, been done on an ad hoc basis and no special provisions exist for the use of Vocational Education Act funds in the construction or equipping of these Vocational-Technical Colleges and the Technical Institute.

Financing Vocational Education
Program Operating Costs

Comprehensive High Schools and Area Vocational Centers: Vocational education programs in area vocational centers and high schools are supported with funds from the Vocational Education Act, which account for approximately five percent of the cost of vocational education programs in secondary schools, and with State general education funds and vocational education funds and local funds.

At the present time, Federal Vocational Education Act funds are allocated on a formula basis to *all* schools offering vocational education. While priority in program funding goes to the area vocational centers, all schools offering vocational education programs are eligible for Vocational Education Act funds. (It is the intention of the New Hampshire Division of Vocational Education to revise this funding procedure in favor of a computed regional entitlement and to accept proposals against this entitlement from all schools with vocational education programs within each region. This program of funding is intended to be implemented in 1978.)

For area vocational centers, the "host" school operating a vocational education program pays all operating costs from its own operating budget and then allocates the cost of the vocational education program operation to the participating school districts on a "tuition" basis. If the sending district offers a vocational course in its own school which is similar to the course in which a student is enrolled in an area vocational center, the State pays no portion of the tuition. In all other cases the State pays 75 percent of the tuition, except that, for students enrolled in an Authorized Regional Enrollment Area but attending an area vocational center, the State reimburses the "sending" schools with State vocational education funds at the rate of 75 percent of the *difference* between the rate which the student's home school system pays to the Authorized Regional Enrollment Area and the tuition charged by the area vocational center. This special provision exists because it is recognized that the student's district of residence would have to pay the entire cost of the Authorized Regional Enrollment Area tuition whether or not the student attended the area vocational school. The remaining 25 percent of the student's "tuition" is now paid by the "sending" school, although prior to 1974 these costs were paid with Federal funds.

The "host" school district receives no reimbursement for its vocational education students since title to the facilities and equipment in each area vocational center remains with the "host" high school even though they are paid for 100 percent with State funds. In effect, the host school system is given free facilities and equipment "in lieu" of a tuition reimbursement for its students.

The State vocational education supplement applies only to students attending the area vocational centers and does not apply to students receiving vocational education in programs offered in their own schools.

The State of New Hampshire also pays for transportation to the area vocational centers at the rate of $.04 per mile. In addition, there is also a special provision in the law under which this transportation expense may be used to pay a portion of the room and board expenses for students who elect to attend an area vocational center some distance from their home. The amount of the total room and board which may be paid by the State may not exceed $12.50 per week. Reimbursement is from State vocational education funds.

In addition to this State support for the vocational education portion (one-half time) of a student's educational program, general education costs are also supported from State funds under a general foundation formula which applies to all students, including students attending an area vocational center on a shared-time basis. This State aid program is based on a per pupil foundation cost of $300/ADM, of which the State share is the difference between this amount and the amount realized from a local tax effort of 14 mills on the equalized taxable wealth of the district. This formula applies only to the general education portion of their educational program which they receive at their home or sending school.

Vocational-Technical Colleges and the Technical Institute: The costs of operating postsecondary vocational-technical education in New Hampshire are paid from a combination of State general funds, miscellaneous Federal funds, and tuition. Approximately 55 percent of the total cost of operating these institutions is derived by State funds. The annual budget of each of the State's postsecondary vocational education institutions is based on a negotiated legislative authorization which takes into account factors such as the number of students served and the student/teacher ratio but is not based solely on any form of formula funding.

Tuition fees do not accrue to the individual institution but to the State Treasury. Excess tuition accrued during a fiscal year is transferred to the general fund of the State.

Adult and continuing education programs in the postsecondary institutions must be self-supporting and the total direct cost of administration and salaries for the operation of these programs comes directly from student fees. These fees, however, differ for different programs, thus reflecting differential costs in different programs, and differ from the fees represented by regular tuitions. Summer programs in the postsecondary institutions are also self-funding under the same provisions.

31. NEW JERSEY

State Governance of Vocational Education

State Agency(ies) with Vocational Education Responsibilities

Vocational education programs in secondary schools in New Jersey are operated under policies set by the State Board of Education and administered by the Division of Vocational Education in the State Department of Education.

Postsecondary vocational education in New Jersey's community colleges is under the aegis of the Office of Community Colleges in the Department of Higher Education. (New Jersey's community colleges, while State assisted institutions, are essentially independent institutions whose major operating decisions are made locally. The Office of Community Colleges is primarily a policy setting and fiscal coordinating agency.)

The State Board of Education is the designated State Board for Vocational Education.

Coordination Between State Agencies

While the two agencies having responsibility for institutions operating vocational education programs operate independently, coordination of vocational and technical education program planning does take place through informal agreements, joint programming efforts, and staff interactions.

Organizational History

No organizational changes affecting the control of New Jersey's vocational education system have occurred since the passage of the Vocational Education Act of 1963.

Organization of Vocational Education Delivery System

Institutions and Services*

Institutions: Vocational education in New Jersey is provided in:

- Seventy-nine (79) "regular" comprehensive high schools having facilities for five or more different programs in vocational education;

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*See "Introduction."

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- Fourteen (14) comprehensive high schools (with 19 campuses) which have been designated as "Area Vocational-Technical Schools";
- Twenty (20) county operated Area Vocational-Technical School (AVTS) Districts; and
- Sixteen (16) county operated community colleges -- one of which operated on two campus sites.

Of New Jersey's 20 Area Vocational-Technical School Districts, 11 (with 29 campuses) operate shared-time centers, eight (8) (with 16 campuses) operate full-time vocational education programs, and one system operates both a full-time and a shared-time program.

Services: "Regular" comprehensive high schools provide vocational education at the secondary level and in adult programs but offer no "postsecondary" instruction.

All designated Area Vocational-Technical School Districts operate secondary and adult and non-degree postsecondary programs and two operate separate postsecondary "technical institutes."

There are also many cases in which programs of instruction in vocational-technical education are offered jointly by a community college and an Area Vocational-Technical School. For such programs, the degree granting authority rests with the community college. Community colleges offer both associate degree and non-degree postsecondary and adult vocational education programs.

Operationally, both the Area Vocational-Technical Schools and the community colleges generally provide instructional programs at the technical level.

The vocational education programs in the community colleges generally concentrate on technical education programs and provide advanced levels of instruction in other vocational education programs. As a result, while no formal Statewide program of "articulation" exists between the two educational systems, the total system of vocational education in the State has the capability to meet student needs and objectives for both "vocational" and "technical" education at any point within the educational spectrum and provides a vertically integrated program of instruction which minimizes duplication in offerings while maximizing the total system's response to student needs. The major distinction between the technical level of instruction offered in the Area Vocational-Technical Schools and the vocational-technical programs in community colleges is the lack of "transfer programs" (to higher education) in the Area Vocational-Technical School.

Regionalization and Coverage

Comprehensive High Schools and Area Vocational-Technical Schools: New Jersey has provisions for two types of "regionalized" vocational education services:

comprehensive high schools designated as Area Vocational-Technical School Systems, which provide "regionalized" services to students from high schools throughout a single school district; and county operated Area Vocational-Technical Schools which serve students from all school districts in a single county. (Students from outside the districts or counties served by county Area Vocational-Technical Schools attend these institutions on a tuition basis.)

County Area Vocational Technical School Systems (either shared-time or full-time) now serve 20 of New Jersey's 21 counties.

Community Colleges: Community college service areas are designated on a county or multi-county basis. Students residing outside the county served by each community college may also attend any other community college in the State on a "space available" basis.

Eighteen (18) of the 21 counties in New Jersey own or operate their own community college, either independently or jointly with another county.

Administration

Comprehensive High Schools and Area Vocational-Technical Schools: Vocational education in secondary schools -- local comprehensive high schools and Area Vocational-Technical Schools -- is regulated by two types of school boards: (a) regular school boards which operate both the local comprehensive high schools and the comprehensive high schools which have been designated as Area Vocational-Technical Schools; and (b) county school boards which administer the county operated Area Vocational-Technical Schools. Each of these administrative agencies has independent taxing and bonding authority.

Each county also has a "County Career Education Coordinating Council" which is required to develop a Comprehensive County Plan for Career Development. This council has broad representation from both elementary and secondary education institutions and higher education institutions and has a significant impact on the program planning and development activities undertaken by the education agencies within each county. This council does not, however, have an administrative or operating association with the vocational schools within each county.

Community Colleges: Community colleges are regulated at the local level by an appointed board of trustees. The board of trustees of a community college is independent of the county board which controls the county operated Area Vocational-Technical Schools. However, the county superintendent of schools is an ex-officio member of the board of trustees.

Through their respective governmental units, each of the county boards has independent taxing and bonding authority.

Financing Facilities and Equipment for Vocational Education

Comprehensive High Schools and Area Vocational-Technical Schools: Area Vocational-Technical Schools, whether comprehensive high schools or county operated institutions, are funded 25 percent by State funds, 25 percent by Federal funds, and 50 percent by local funds.

All Area Vocational-Technical School Districts construction since 1967 has been undertaken as a result of a 27.5 million dollar State bond issue passed in that year. By State statute, Federal funds used in vocational educaton facility construction have been limited to matching the State contribution. Local funds are required to match both the State and Federal contributions to a construction project. State and Federal funds may be used only for costs associated with buildings and equipment (instructional and non-instructional equipment) and are limited to the initially approved project costs. Land, site development, and any costs incurred above those approved in the initial project cost approval (such as costs associated with building change orders and cost overruns) must be paid 100 percent with local funds.

State and Federal funds may be used only for the cost of facilities and equipment for approved programs, and any costs associated with additional equipment, such as excess shop and laboratory or classroom space, or for programs not approved by the Division of Vocational Education, must be borne by the local agency.

In comprehensive high schools designated as Area Vocational-Technical Schools, Federal funds may be used only for vocational facilities and equipment.

The State contribution to any construction project is paid from the sale of bonds authorized by the legislature in 1967 and sold annually to meet the State's reimbursement obligations to the local education agency.

For all school construction projects, the local education agency must pass a bond issue for the total amount of the project cost with the State and Federal shares being reimbursed annually.

Federal funds are used for the construction of designated Area Vocational-Technical Schools only, and a prerequisite for the use of Federal funds in a construction project is that the school receive prior designation as an Area Vocational-Technical School.

Community Colleges: Facility construction and equipment acquisition for all facilities in community colleges may be paid with State and local funds on a 50:50 matching basis or may be completely State funded. State construction funds for community colleges are derived from two sources: a community college construction bond issue of 47 million dollars passed in 1968; and special legislative appropriations totaling approximately 46 million dollars authorized in 1971 and 1972 for community college construction projects.

When State bond funds are used in a construction project, the county building the community college is required to pass a bond issue only in the amount of the difference between the amount pledged from the State and the total construction costs. However, when special legislative appropriations are used in the construction bond issue in the amount of the total cost of the construction project, State funds from the State bond issue are reimbursed to the county annually as construction proceeds.

State funds from legislative appropriations are reimbursed to the county annually as the county bonds are retired.

Financing Vocational Education
Program Operating Costs

Comprehensive High Schools and Area Vocational-Technical Schools: Program operating costs for vocational education in comprehensive high schools and Area Vocational-Technical Schools are paid from a combination of State funds (both general education and special vocational education supplement) and county and local funds.

State general education funds are allocated to all school districts on a full-time equivalent basis with the amount paid to the schools in each county determined by a formula which takes account of factors such as the taxable wealth, etc. For all students attending designated local Area Vocational-Technical Schools, this amount is supplemented with a (State) vocational education grant of an additional 0.53 (53%) of the full-time equivalent reimbursement computed for each county for general education. Vocational education programs offered in institutions not designated as Area Vocational-Technical Schools do not qualify for the receipt of these supplemental vocational education appropriations.

For students attending a county Area Vocational Technical School on a full-time basis, the total State reimbursement (including the general education reimbursement and the vocational education supplement) is paid to the Area Vocational-Technical School. For shared-time students, the total State share is paid to the student's home school district and one-half of the total amount is transferred to the Area Vocational-Technical School. The remainder of the total cost of the vocational education program is paid from county and local funds.

In comprehensive high schools which have been designated as Area Vocational-Technical Schools, the remaining costs of the vocational education program are paid from local school district funds only. For county Area Vocational-Technical Schools, the county board determines the amount of money which will be paid by the county -- from a county-wide assessment -- and the remaining cost is charged to school districts from which the students attending the Area Vocational-Technical School come on a tuition basis. The costs allocated to the local school districts are charged to each on the basis of the number of full-time equivalent students attending from each district.

The State aid formula for vocational education described above was introduced by legislative action in 1973. Prior to that time, supplementary aid to vocational education was based on a complex formula including factors about the region being served, the type and level of students served, the local ability to pay, program need, etc. During the period prior to 1973, Federal Vocational Education Act funds were also used to support the operation of vocational education programs through grants to individual schools.

Since the State aid program is based only on the traditional 180 day school year, Vocational Education Act grant funds, matched by local funds, are used to support the operation of summer programs and programs serving the adults in other populations for which the vocational education program is not funded under the State reimbursement formula.

All Vocational Education Act funds in New Jersey are expended on the basis of special project grant applications submitted by local education agencies against a "county entitlement" which is computed annually on the basis of the total Federal appropriations to the State and allocated to counties by formula. Applications for these funds must address specific priorities established by the county council and the Division of Vocational Education in order to be considered for funding. No Federal Vocational Education Act funds are committed to the support of general operating costs of vocational education programs except where such program support may be identified as a high priority expenditure in the evaluation of grant applications reviewed by each county.

Community Colleges: All instructional costs in the State's community colleges are paid from a combination of State funds, county funds, tuition charges, and miscellaneous grant funds. The State contribution to the operating cost of each community college is based on an annual legislative appropriation which is figured on the basis of a State program support figure of $700 per estimated full-time equivalent (1977). However, the actual amount received by a community college may differ from this amount if either the legislature does not appropriate the total amount or if the actual number of full-time equivalents in the total system exceeds the number used in computing the legislative appropriation. In either of these cases, the total appropriation is divided by the actual total number of full-time equivalents; the amount of State funds received by each institution is the amount computed through this process.

Tuition charges in each community college are set by their respective boards of trustees (within limits established for the system by the Department of Higher Education) and the total county contribution to the college operating costs is determined as the difference between the total cost and that paid from State funds and tuition. Since community colleges are independent local institutions, tuition rates differ for "in district" and "out of district" students. If, however, a student wishes to attend a community college not located in his county of residence, he may, with prior agreement, attend at "in district" tuition rates with the remaining costs paid by his county of residence if it either (a) does not have a community college, or (b) has a community college but does not offer the program desired by the student.

Currently, approximately 28 percent of the revenues for community college operation comes from State funds, 35 percent from county funds, 29 percent from tuition, and the remaining 8 percent from other revenue sources (such as unrestricted grants, etc.).

32. NEW MEXICO

State Governance of Vocational Education

State Agency(ies) with Vocational Education Responsibilities

In New Mexico, the Division of Vocational-Technical Education is, by statute, responsible for all programs of vocational education in both secondary and postsecondary institutions. The Division of Vocational-Technical Education is in the Institutional Division of the State Department of Education.

The Department of Education is under an elected State Board of Education which also serves as the designated State Board of Vocational-Technical Education.

Coordination Between State Agencies

The sole State agency status of the Division of Vocational-Technical Education, which was established by legislative action in 1963, was intended to eliminate the problems of multi-agency authority over vocational education. No formal provisions exist for the coordination of the activities of the Division of Vocational-Technical Education with those of other agencies.

Organizational History

Prior to 1975, vocational education was an independent Division within the Department of Education. However, a reorganization of the State Department of Education in 1975 placed the Division of Vocational-Technical Education in the Instructional Division.

Organization of Vocational Education Delivery System

Institutions and Services*

Institutions: Vocational education in New Mexico is provided in:

- Twenty-five (25) comprehensive high schools having facilities for five or more different programs in vocational education;
- Two (2) postsecondary Area Vocational Schools;
- One (1) junior college;

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*See "Introduction."

- One (1) community college; and
- Four (4) vocational education institutions administered as "branches" of universities and other institutions of higher education. (These institutions are also community colleges.)

Services: Comprehensive high schools in New Mexico offer vocational education at the secondary level only. High schools offer no adult or postsecondary vocational education programs.

Some Area Vocational Schools and junior colleges provide services in vocational education to secondary schools through contracts with local school districts. Provision also exists for Area Vocational Schools and community and junior colleges to contract the use of sharing of facilities in comprehensive high schools.

Area Vocational Schools offer programs in adult vocational education and certificate and diploma programs in postsecondary vocational education. Area Vocational Schools do not offer degree programs in vocational education. Community and junior colleges offer diplomas and associate degrees in vocational education as well as adult programs.

While diploma and certificate programs are generally non-transfer programs, degree programs in vocational education offered in the junior and community colleges are transfer programs, and an agreement exists under which the university system will provide advanced placement to graduates of junior and community colleges by transferring clock hours (by which vocational education programs in junior and community colleges are measured) to credit hours, which may be applied toward degree programs in institutions of higher education.

Regionalization and Coverage

Comprehensive High Schools: At the secondary level, New Mexico has no provisions for regionalized vocational education programs or institutions serving secondary school students on a multi-district basis.

Area Vocational Schools: Area Vocational Schools exist as regional institutions only in so far as each has a sponsoring district which provides a fiscal basis for the institution. Enrollment in both Area Vocational Schools is open on a Statewide basis, and these institutions do not, therefore, constitute "regional" service systems.

Community and Junior Colleges: Like Area Vocational Schools, community colleges and junior colleges are sponsored by local districts which provide a fiscal basis for the institution. However, enrollment in all community and junior colleges is also open to students Statewide and these institutions do not function as "regional" institutions for the delivery of vocational education services.

Administration

Comprehensive High Schools: All comprehensive high schools in New Mexico are administered by independent local education agencies, each of which has a taxing authority (limited to five mills for educational programs) and bonding authority.

Area Vocational Schools: Area Vocational Schools and junior colleges have a local governing board elected from the district (Area Vocational Schools) or counties (junior colleges) serving as the sponsoring district for each institution.

Community and Junior Colleges: One community college is administered by their own board of regents, and four (4) by the Board of Regents of State Universities. Each community college also has a local advisory board including the superintendent of education or local board of education member from the school districts within each community college district.

All Area Vocational Schools, community colleges, and junior colleges have local taxing and bonding authority, both of which are limited by statute and require approval by the voters of the sponsoring districts of each institution. (Junior colleges may bond in an amount of up to three (3) percent of the assessed valuation of their respective districts while Area Vocational Schools are limited to five (5) percent bonded indebtedness.)

Financing Facilities and Equipment for Vocational Education

Comprehensive High Schools: Facilities and equipment for vocational education in comprehensive high schools are generally funded 100 percent with local funds secured through local bonds or operational funds. In 1975, the State legislature enacted a provision for participation of the schools in capital improvement projects sponsored by State funds, but this provision has very little impact on vocational education facility construction.

Area Vocational Schools, Community and Junior Colleges: Facilities and equipment for Area Vocational Schools, junior colleges, and community colleges are funded through a combination of funds from Vocational Education Act, Four Corner Regional Commission, State funds, and local funds. (Data relating to the percentage of facilities and equipment costs paid from each source could not be provided.)

State funds for facilities in Area Vocational Schools and junior and community colleges are provided from State bond issues while equipment in these institutions is funded primarily with general revenue appropriations or from other sources noted above.

Financing Vocational Education
Program Operating Costs

Comprehensive High Schools: General and vocational education programs in secondary schools are funded with State and local revenues based on the provision of a guaranteed equalization program which establishes school district entitlements based on weighted ADM (for general education). The State share of the district cost is the difference between the computed entitlement and a percentage (defined by statute) of total local revenues (including a tax rate established by the Public School Finance Division of the Department of Finance and Administration) and State revenue sources. Under this plan, State and local funds are used to pay approximately 88 percent of the cost of vocational education programs, and Vocational Education Act funds, 12 percent.

Prior to 1978, however, Vocational Education Act funds were allocated to districts by formula as defined in the State Plan. Beginning in FY 1978, however, vocational education programs in comprehensive high schools will be funded 100 percent with State and local funds.

Area Vocational Schools: Vocational Education Act funds are used to pay approximately 25 percent of the operating cost of vocational education in all postsecondary institutions. The remaining costs of vocational education programs in these institutions are funded with local funds, State general education funds, and tuition.

Community and Junior Colleges: Federal vocational education funds used to support the cost of programs in Area Vocational Schools and junior and community colleges are allocated to individual institutions on the basis of formula specified under State plan.

33. NEW YORK

State Governance of Vocational Education

State Agency(ies) with Vocational Education Responsibilities

All education in the State of New York is under the administrative authority of the Board of Regents of the University of the State of New York. Programs of elementary, secondary, and higher education are administered separately within the State Education Department, the administrative arm of the Board of Regents.

State Agency responsibilities for vocational and technical education in both secondary and postsecondary institutions are primarily the responsibility of the Division of Occupational and Continuing Education in the elementary and secondary branch of the Department of Education. Postsecondary vocational and technical education is also a responsibility of the Grants Administration unit and the Division of Academic Program Review of the Office of Higher Education.

The Board of Regents of the University of the State of New York serves as the State Board for Vocational Education.

Coordination Between State Agencies

While day-to-day operation and State Agency administration of secondary and postsecondary instructional programs are separate, program development and policy planning are coordinated by virtue of the "omnibus" responsibility status of the Division of Occupational and Continuing Education and the fact that all programs of vocational education must be approved by the Board of Regents.

Organizational History

No major organizational changes affecting the State administration and reporting structure for vocational education have occurred since the Vocational Education Act of 1963.

Organization of Vocational Education Delivery System

Institutions and Services*

Institutions: Vocational education in New York is provided in:

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*See "Introduction."

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- Approximately three-hundred and seventy-five (375)* "comprehensive" high schools having facilities for five or more different programs in vocational education programs;
- Forty-four (44) BOCES (Board of Cooperative Educational Services) which operate 72 vocational education centers;
- Approximately thirty-one (31)* vocational high schools;
- Thirty-nine (39) locally administered community colleges (with 44 campuses); and
- Six (6) State Agricultural and Technical Colleges.

The majority of the vocational high schools exist in the five major cities of the State of New York while vocational education in comprehensive high schools is provided in schools throughout the State.

Services: BOCES centers and comprehensive high schools both offer secondary adult vocational education programs but no postsecondary vocational education programs.

Occupational education programs in community colleges lead to the degrees of Associate in Applied Science and Associate in Occupational Studies (A.A.S and A.O.S.) rather than A.S. and A.A. degrees which do not apply to occupational programs.

Formalized articulation does not exist between the secondary and postsecondary vocational education programs on a Statewide basis. However, most postsecondary institutions provide some forms of advanced placement or an advanced level of instruction for students completing secondary vocational programs. "Articulated" programs do exist in selected fields of study such as nursing, data processing, electrical and mechanical technology, and automotive and building trades. New York is developing a pilot program in articulation which may provide a model for the implementation of expanded articulation programs.

In New York there are many programs which include joint use of facilities by secondary and postsecondary institutions.

Regionalization and Coverage

BOCES: For purposes of secondary level vocational education the BOCES represent the only vehicle for multi-district delivery of educational services. No provision exists for the creation of "joint" or "regional" programs outside of the BOCES. Joint or regional programs may be developed by agreements between BOCES and community colleges and BOCES may contract for services on behalf of an individual school system.

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*See "Introduction."

Initially, vocational education programs provided through BOCES were offered through an itinerant teacher program or in temporary (rented or leased) facilities, including facilities in existing high schools which were contracted for by the BOCES for use on a regional basis. Participation in a BOCES is not required of all school systems. At present 744 of the 760 school districts in the State are participating members of a BOCES.

BOCES do not provide services to the five large cities of New York which are served by comprehensive and vocational high schools.

Community Colleges: At the postsecondary level, community colleges have been established by local initiative to serve students within specified service areas. Community colleges are not, however, regional service institutions and do not operate as a regional education system. Thirty-seven (37) of the 62 counties in New York are sponsors of community colleges (some of which are sponsored by two counties) and three are sponsored by cities or local boards of education. Fifteen community colleges (with 17 campuses) now serve all of New York's five major cities.

State Agricultural and Technical Colleges: The State's six Agricultural and Technical Colleges each provide services to students from throughout the State and do not operate as regionalized institutions.

General: New York is also divided into 13 planning regions for occupational education. For higher education planning the State is divided into eight regions which are not coterminous with the 13 general purpose planning districts. (Until 1978, to be eligible for Vocational Education Act funds an educational system must be a participant in the planning conducted within these regions.)

Administration

BOCES: Each of the BOCES is administered by a district superintendent who serves as the executive officer of the BOCES. The board for each BOCES is composed of representatives appointed by the board of education of the individual participating school district.

BOCES have no independent taxing or bonding authority but are jointly supported by the participating school districts under provisions described in later topics.

Comprehensive and Vocational High Schools: Comprehensive and vocational high schools are administered independently by local education agencies, each of which has independent taxing and bonding authority.

Community Colleges: The community colleges of New York each operate as quasi-independent institutions, each of which has its own president and administrative structure and a local board of trustees responsible for policy and program decisions. Each community college district has independent taxing and bonding authority.

State Agricultural and Technical Colleges: The State Agricultural and Technical Colleges are administered as individual institutions, albeit under the direct administrative responsibility of the State University of New York. Each of these institutes has a local "college council" which functions in an advisory capacity. As State institutions, agricultural and technical institutes have no fiscal base.

Financing Facilities and Equipment for Vocational Education

Comprehensive and Vocational High Schools: Vocational education facilities in comprehensive and vocational high schools receive no Vocational Education Act funds but are funded under the same provision as general education buildings. In such facilities, local funds are provided from local bond issues.

BOCES: Vocational and technical education facilities in New York's BOCES are provided from a combination of State and local funds, Appalachian Regional Commission funds, and Federal Vocational Education Act funds.

Prior to 1965, the statutes governing the Dormitory Authority, the principal source of State funds for all school facilities construction, did not provide for the funding of "area vocational centers." It was not until 1968 that the BOCES legislation made provisions for BOCES to construct or own facilities. Therefore, facilities for BOCES vocational education programs in 1966 and 1967, when the BOCES center system was initiated, were constructed by sponsoring local education agencies on the basis of agreements with the BOCES but under the provisions of general school facility construction statutes.

Vocational Education Act funds may be committed to a BOCES up to a maximum of one-half million dollars in each construction project, the actual amount of funds contributed from the Vocational Education Act determined by the Division of Occupational and Continuing Education on a project by project basis. In the first 13 BOCES (15 centers), funds from the Appalachian Regional Commission and the Vocational Education Act were used to provide 80 percent of the construction cost while the remaining 20 percent was paid with State and local funds derived from the State aid program to regular school districts. The actual amount of State funds provided to an individual BOCES is established by formula based on the rated capacity of the school district and the State aid formula. This established the rate at which State funds may be used to support local construction programs and takes account of factors such as the district wealth and ability to pay, etc. In the construction of a BOCES vocational education center, the participating school districts in the BOCES must authorize, by referendum, the construction of the new facility and must vote to approve the total construction cost. From the total authorized construction cost, the Dormitory Authority subtracts the amounts to be funded from Vocational Education Act funds and State construction aid and authorizes bonds for the remaining construction cost. The Dormitory Authority is then "reimbursed" for the local share of the construction costs from local funds provided for in the annual capital budgets of the participating school districts. State construction aid funds are paid to the Dormitory Authority annually via the local education agencies.

Each school district participating in a BOCES pays a proportional share of the local construction cost based on the percentages of the total enrollment in the BOCES region represented by its total enrollment.

State funds for BOCES are limited to construction costs and built-in equipment. All other equipment is purchased with Vocational Education Act funds or local funds provided for in each school's budget (a percentage of which is reimbursed by the State under the State aid formula).

Facilities renovations and additions are paid for through a combination of State and local funds with the State aid for renovation limited to 50 percent of the maximum amount which the individual district could qualify for if the project were a new construction project. The actual amount of State aid for facilities renovation is computed by formula and authorized on the basis of an application submitted to the Dormitory Authority. Vocational Education Act funds are not used in facilities renovation projects.

Community Colleges: Community college construction and equipment acquisition costs are paid for from a combination of Dormitory Authority funds and bonds issued by the sponsoring authority. Fifty (50) percent of the cost is paid from each source. No Vocational Education Act funds are used for capital expenditures in community colleges.

State Agricultural and Technical Colleges: Construction and equipment acquisition in the State's Agricultural and Technical Colleges is funded 100 percent with funds derived from bonds issued by the Dormitory Authority.

Dormitory Authority funds used in vocational facility construction projects are derived from two sources: (a) bonds issued by the Dormitory Authority and secured by the State of New York; and, (b) borrowed funds. The Dormitory Authority has independent authority for the sale of bonds and no legislative authorization or special appropriations are required.

Financing Vocational Education Program Operating Costs

Comprehensive and Vocational High Schools: All education programs in the State of New York are supported by a State aid program which reimburses local education agencies from 30 to 90 percent of the total operating cost of all instructional programs. For vocational education programs offered in comprehensive high schools and vocational high schools administered by school systems independent of the BOCES, the State aid program for general education represents the only source of State funding for vocational education. No vocational education supplemental funds are provided from the State for vocational education programs offered in these institutions.

BOCES: The budget of the individual BOCES consists of two separate budgets, an administrative budget and a service budget.

The administrative budget of the individual BOCES represents a general administrative cost which all participating school systems are required to support in proportion to their total enrollments as a percentage of the total enrollment in the school systems of the regions served by each BOCES. The participating members of a BOCES are required to pay this cost whether or not they use any of the services provided through the BOCES.

The service budget of the BOCES represents the cost of actual services provided. The percentage of this service budget charged to each of the participating districts is dependent upon the amount of services used by individual districts. The cost of the operation of BOCES vocational programs is charged to participating districts on the basis of a prorated cost of program operation computed on the basis of the percentage of the total number of students served who are from each district.

Students from non-BOCES member school districts may also attend BOCES, but these districts do not qualify for supplementary State reimbursement because the district makes no contribution to the basic operating costs of the BOCES. The State share of the operating costs of the BOCES vocational education programs is reimbursed to the local education agency on the basis of the larger of:

(a) The State aid to the local districts computed on the basis of the general State aid education program or,

(b) The percentage of the total cost represented by an eight mill assessment on the true local tax rate.

Vocational Education Act funds in New York are used for program grants only. The State plan defines eligible services and eligible agency recipients and Vocational Education Act funds are distributed to such eligible agencies on the basis of grant applications. No local match is required for vocational education funds disseminated in this way. Vocational Education Act funds may be used for start-up and transition funding only. Programs initiated with Vocational Education Act funds must be taken over by the district and fully funded with State and local funds following initial program start-up. Vocational Education Act funds may not be used to support long term program operation in any vocational programs.

Adult education programs offered in BOCES are not fundable with State funds and, therefore, are supported with the combination of Vocational Education Act funds and student fees.

Beginning in fiscal year 1978, vocational education funds will be allocated by formula to each of the 13 planning districts based on economic conditions and employment. Within each planning district, funds will then be disseminated on the basis of proposals written against priorities of needs as defined by the State Agency and local planning districts.

Community Colleges: The cost of instructional programs in community colleges is distributed to State, local, and tuition charges, one-third of the cost to be paid from each source. Each community college has a uniform tuition rate for in-service area (county) and out-of-service area students. Students from any part of the State may attend any community college. For students attending a community college out of their service area, the "local share" of the operating costs for each student must be paid by the student's county of residence. No prior approval of such out-of-service area enrollment is necessary for the institution to charge this local share to the student's home district.

Certain community colleges in the State of New York are designated as "full opportunity" community colleges by virtue of offering one of a kind programs or special programs. These institutions are reimbursed at 40 percent from State funds (as opposed to the one-third reimbursement for most community colleges).

State Agricultural and Technical Colleges: Agricultural and Technical Colleges are State institutions whose instructional programs are 100 percent State funded. While tuition is charged, tuition funds revert to the State, i.e., are not retained by the individual institution.

34. NORTH CAROLINA

State Governance of Vocational Education

State Agency(ies) with Vocational Education Responsibilities

In North Carolina, policies and procedures for vocational education in secondary institutions are administered by the Division of Vocational Education within the State Department of Public Instruction (which has responsibility for all elementary and secondary education). Policies and procedures for vocational and technical education in postsecondary institutions (technical institutes and community colleges) are administered by the Department of Community Colleges.

Both the Department of Public Instruction and the Department of Community Colleges report to the State Board of Education which also serves as the State Board for Vocational Education.

Coordination Between State Agencies

Coordination between the Department of Community Colleges and the Division of Vocational Education is established through three means.

First, by Board Policy, the Department of Community Colleges is responsible for programs of vocational, technical, and adult education at the post-high school level while the responsibilities of the Division of Vocational Education are limited to vocational education programs at the secondary level and adult programs in vocational agriculture and home economics offered in or through secondary institutions. This policy is augmented by State statute which established the Department of Community College responsibility for students 18 years of age and over. These provisions limit "jurisdictional" conflicts.

Second, the State Director of Vocational Education, who is appointed to this position by the elected State Superintendent of Public Instruction but with the concurrence of the president of the Department of Community Colleges, also serves as an associate vice-president for postsecondary education within the community college system. This establishes a formal organizational relation between the two systems. Through this vehicle, the State Director of Vocational Education is in a position to most effectively promote the coordinated activities of the two agencies with respect to the provisions of the State Plans and the expenditure of Federal Vocational Education Act funds, both of which are the responsibility of the State Director.

Vocational education in the secondary and postsecondary institutions of North Carolina is further "coordinated" by a Board policy which predicates authorization for programs of vocational and technical education in postsecondary institutions on a demonstration of the fact that such programs will not interfere with programs offered in the secondary schools.

Organizational History

The Department of Community Colleges began as an outgrowth of the Division of Vocational Education when, in the late 1950's, the technical education component of the Division of Vocational Education began the development of the "Industrial Education Centers" (IEC) program which was initiated as part of North Carolina's industrial development program. These IEC's began in 1958 under the State Board of Education with programs in technology, trade and industry, and practical nursing.

Legislative authority for two-year institutions of higher education was first enacted in 1957 which placed five two-year institutions under the authority of the Board of Higher Education. The two-year postsecondary educational system was moved under the Board of Education when the Department of Community Colleges was established in July 1963.

Organization of Vocational Education Delivery System

Institutions and Services*

Institutions: Vocational education in North Carolina is offered in

- Approximately two-hundred and forty-five (245)* comprehensive high schools having facilities for five or more different programs in vocational education;
- Six (6) shared-time centers serving secondary students within independent school districts;
- Thirty-five (35) technical institutes; and
- Twenty-two (22) community colleges.

North Carolina's high schools also have developed several contract programs between multiple school districts which provide students with "shared-time" access to a broader array of vocational education programs than might be provided by programs offered in the individual schools. These programs are, however, ad hoc and do not constitute a formal system of shared resource programs, although it is expected that the use of such programs will expand.

Historically, postsecondary institutions (particularly the Industrial Education Centers which were the forerunners of the present two-year postsecondary educational system) have made use of the secondary school facilities and other community based facilities for their vocational education programs. However, the expansion of new campuses for the technical institutes and community colleges has significantly reduced the magnitude of these shared resource programs.

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*See "Introduction."

At one time, postsecondary institutions in North Carolina had to be initially created as technical institutes and, subsequently convert their status to that of a community college. However, in practice, this sequence of events is no longer necessary.

Services: Vocational education in secondary schools is intended only to develop entry level job skills, with advanced instruction to be provided in technical institutes and community colleges to which the secondary vocational education programs relate as "feeder" institutions.

By State Board policy, the only post-high school programs in vocational education which may be offered in the secondary schools are adult vocational agriculture and adult home economics. Other post-high school programs are to be offered under the authority of the Department of Community Colleges.

Both technical institutes and community colleges offer degree and diploma programs in vocational and technical education. These institutions differ only in the existence of an academic transfer program in community colleges. Of the 57 technical institutes, 21 offer academic transfer programs and are identified as community colleges. (Operationally, the distinction between community colleges and technical institutes is relatively insignificant inasmuch as there exists no Statewide policy guaranteeing the acceptance of transfer of credit to higher institutions.)

Under special conditions, high school dropouts may be served by technical institutes and community colleges. However, no general Statewide provision exists for the delivery of services to secondary students under such provisions.

At present, a limited program of articulation exists between high school vocational education programs and the two-year programs of the technical institutes and community colleges.

Regionalization and Coverage

Comprehensive High Schools and Shared-Time Centers: In North Carolina the "regular" school districts for elementary and secondary education are the 100 county units. In addition, North Carolina's 45 largest cities are served by "special school districts" making a total of 145 school districts, all of which independently administer programs in vocational education serving secondary students.

Technical Institutes and Community Colleges: Each of North Carolina's 57 technical institutes and community colleges serve students on a Statewide basis. For fiscal purposes, however, each of these institutions has an administrative area which provides a local tax base. Sixty-two (62) of North Carolina's 100 counties support a postsecondary institution.*

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*Fifty-four of these institutions are supported by a single county, one by two counties, and two by three counties.

General: For purposes of Statewide educational planning, North Carolina is divided into eight educational planning districts, each of which has a regional coordinator for secondary vocational education and a regional director for elementary and secondary education.

The purpose of these education planning districts, insofar as vocational education is concerned, is to provide assistance in the development of "local plans" and to provide technical assistance at the local level. The Division of Vocational Education maintains a staff person in each of the planning regions to provide assistance to local vocational education agencies within each. These eight education planning regions are not coterminous with either the community college "districts" or the 17 planning districts for general planning purposes.

Administration

Comprehensive High Schools and Shared-Time Centers: Vocational education programs in comprehensive high schools and shared-time centers are administered solely by the 145 independent city and county boards of education. Each agency participating in a contract program for shared-time vocational education independently administers its own program.

(North Carolina law makes no provision for independent vocational school districts or for the joint administration of vocational education programs serving multiple education jurisdictions.)

Technical Institutes and Community Colleges: North Carolina's technical institutes and community colleges all operate under general statute provisions and within the general program policy and procedural provisions established by the Department of Community Colleges. However, the orientation of the community colleges and technical institutes is "local," and direct authority for instructional program planning and operation in each institution is vested in a local board of trustees composed of 13 members: four appointed by the Governor, four appointed by the county commissioners, four appointed by the board(s) of education of the county(ies) providing the fiscal base for the community college or technical institute, and a student representative.

All local taxing and bonding authority for educational institutions at the secondary and postsecondary level rests with each county's board of commissioners who have authority to levy taxes up to a maximum rate approved by the voters.

Financing Facilities and Equipment for Vocational Education

Comprehensive High Schools and Shared-Time Centers: Facilities for vocational (as well as general) education in secondary schools are generally funded with local funds. There have, however, been several instances when State and Federal funds have been used for the construction and equipping of vocational education facilities. Specifically, in two instances in which Federal funds were late in being appropriated, these funds have been expended for school construction because, at the time, no "carry over" provision existed and these funds had to be either spent or returned to the U.S. Office of Education. The expenditure of Federal Vocational Education Act funds for vocational facilities is, however, not a standard practice.

(It should be noted that North Carolina citizens approved $100,000,000 in State bonds in 1963 and $300,000,000 in State bonds in 1973 for all elementary and secondary facilities. There is no record of how much went for vocational education although the expenditure was small.)

State funds may be used for support of construction of vocational facilities. State funds used for this purpose are not earmarked for vocational education, but represent general school construction funds which are authorized by the State and distributed to local education agencies for expenditures as the local agencies decide, some of whom commit funds from these sources to vocational education programs. The primary source of such funds is the State liquor tax and State bonds.

Prior to 1977, capital equipment, materials, and supplies for vocational education in secondary schools were funded by a combination of State, Federal, and local funds. At that time local funds provided 50 percent of the equipment cost with State and Federal funds providing approximately 25 percent each.

In the future, increases in the cost of materials and supplies will be paid 100 percent by State funds for regular programs, and 20 percent State, 50 percent Federal, and 30 percent local for set-asides. Local education agencies will, however, be required to maintain their current level of effort in support of the costs associated with materials and supplies.

While "equipment" and "materials and supplies" are authorized separately by line item in the appropriations act, these funds are transferable by purpose.

Technical Institutes and Community Colleges: Facilities and equipment in community colleges and technical institutes are being funded through a combination of local funds, State funds, Vocational Education Act (Federal) funds, and funds secured from the Appalachian Regional Commission, the Coastal Plains Regional Commission, the Higher Education Facilities Act, and the Economic Development Act, etc. Approximately 52 percent of the total cost of facilities and permanent equipment facilities has been paid from local funds, with 22 percent coming from State vocational education funds, 8 percent from the Vocational Education Act Funds, and the remaining 18 percent from a combination of other Federal sources. In the portion of the State included in the Appalachian Regional Commission (approximately 29 counties), Appalachian Regional Commission funds have been used to provide up to 20 percent of the facilities cost.

Capital equipment for vocational education programs in technical institutes and community colleges is funded 100 percent with State funds appropriated as a line item in the State appropriations act. The State retains title to all capital equipment purchased with funds appropriated under this act and can (and does) move equipment from institution to institution as program needs change.

In addition to legislative appropriations for capital equipment, provisions exist for the allocation of State funds for materials and supplies. This policy provides that each institution will receive, for general material and supplies, (exclusive of books, library materials, etc. which are funded under a separate provision) $25 per full-time equivalent college transfer student, $35 per full-time equivalent technical education student, and $45 per full-time equivalent vocational student. For purposes of computing the amount of this reimbursement, students are classified by the program of enrollment independent of the courses in which they might be enrolled during any term or year.

State funds for both the materials, supplies, and capital equipment are provided by legislative appropriations from general revenues and do not require State bond issues. While the existence of these funding provisions is based on State Department of Education policy, the actual amount appropriated for each provision is subject to legislative action as provided in the annual appropriations act.

Financing Vocational Education Program Operating Costs

Comprehensive High Schools and Shared-Time Centers: In secondary schools, from 68-74 percent (the amount differs by institution based on the provisions of the formula for expending Vocational Education Act funds) of the total cost of vocational education programs is paid from State and Federal funds and the remainder from local funds.

Prior to FY 1978, State funds were matched against Federal funds *in total* and all funds, State and Federal, were allocated to local education agencies under the provisions of the formula specified in the State Plan for vocational education.

Beginning in FY 1978, State funds will be used to match against Federal funds on a 1:1 basis and only these funds will be allocated in accordance with the provisions of the Federal legislation. The remaining State funds will be distributed in accordance with the provisions of a different formula established on the basis of program priorities and objectives set by the State Department of Education consistent with State vocational education legislation.

State vocational education funds used for the *expansion* of vocational education under the State Vocational Education Non-Matching Expansion Program are allocated to local education agencies on the basis of *total ADM*, not only students enrolled in vocational education.

State policy for vocational education in North Carolina provides for a system of vocational education from grades 7 through 12 with grades 7 and 8 being pre-vocational programs, grades 9 and 10 being introductory or exploratory programs, and grades 11 and 12 being skill-development programs. Federal Vocational Education Act funds will be used in accordance with the provisions of the State Plan for skill development programs only while programs at other levels will be supported with State and local funds only. Some Vocational Education Act funds are also used for vocational guidance services etc. in all levels of the education system.

North Carolina also has a basic education support program for the allocation of State general education funds to all local education agencies on an ADM formula basis. These monies are spent in acordance with State guidelines which provide for direct and indirect expenses. These funds, together with State and Federal vocational education (matching) funds support the major part of instructional costs. Local funds for vocational education are used primarily to support the maintenance of facilities and to match State and Federal dollars. Adult (agriculture and home economics) programs offered in high schools are not counted in the ADM formula.

Technical Institutes and Community Colleges: In technical institutes and community colleges, the cost of vocational education programs is supported with local funds (12%), State general funds (79%), and tuition (9%). These institutions also reserve some Federal Vocational Education Act funds which are allocated on the basis of a formula specified in the State Plan. (Approximately 1/3 of the Vocational Education Act Basic Grant funds which are used for the support of instructional programs is expended on postsecondary programs.)

State funds for all postsecondary programs are established by the annual appropriations act which establishes institutional reimbursements on the basis of "instructional units." Instructional units are defined in terms of the teacher-student ratio. One "instructional unit" now (1978) equals 23 annual full-time equivalent students and is reimbursed at the rate of $17,016. In these appropriations no distinction in the reimbursement rate is made between vocational and academic transfer programs. Extension programs (i.e., adult, etc.) are supported at the rate of $7,812 per teaching unit.

Postsecondary institutions operate on twelve month budgets and no special provisions exist for the support of summer and evening programs as all enrollments in such programs are counted towards the total annual full-time equivalent students for institutions.

Tuition charges in all technical institutes and community colleges are established on a Statewide basis by the General Assembly and apply uniformly to all institutions. Tuition is collected at each institution but is paid into the State treasury (not directly to the institution) and becomes part of the fiscal base from which the State unit appropriation is paid.

35. NORTH DAKOTA

State Governance of Vocational Education

State Agency(ies) with Vocational Education Responsibilities

All programs of vocational education in North Dakota are administered in accordance with policies established by the State Board of Vocational Education. While the State Board of Vocational Education is constituted from the same membership as the State Board for Public School Education, it exists as an independent administrative agency within the State educational system. The Executive Officer of the State Board of Vocational Education serves as the State director of vocational education.

None of the institutions which operate vocational education programs in North Dakota are administratively responsible to the State Board of Vocational Education, but, rather, are operated as parts of three different educational "systems."

Institutions providing vocational education at the secondary level (i.e., comprehensive high schools and multi-district Vocational Centers) are administered by regular school districts and as joint vocational education programs and are under the authority of the Department of Public Instruction. The Department of Public Instruction is administered by an elected Superintendent of Public Instruction whose organizational reporting responsibility is to the State Board for Public School Education but whose de facto responsibility is to the electorate. Therefore, the Department of Public Instruction is not, in fact, under the policy control of the State Board of Public School Education.

Postsecondary vocational education programs administered in branch campuses of the University of North Dakota and North Dakota State University and in one independent State institution are administered under the authority of the Board of Higher Education. The authority of the Board of Vocational Education for vocational education programs offered in these institutions is limited to the approval of specific programs for which Vocational Education Act funds are used.

Finally, North Dakota's two locally controlled junior colleges do not report to any Board or agency at the State level, and therefore, exist as independent institutions. For purposes of vocational education, however, these institutions are directly under the authority of the State Board of Vocational Education for those courses which are approved and funded by the State Board of Vocational Education.

Coordination Between State Agencies

Coordination between State agencies responsible for vocational education has been established in a number of ways.

Between the Department of Public Instruction and the Board of Vocational Education, general coordination, at least to the extent of an exchange of information and planning, is provided by virtue of the fact that the State Superintendent of Public Instruction sits as an ex-officio member of the State Board for Public School Education and, therefore, the State Board of Vocational Education.

At the postsecondary level, the Board of Vocational Education has implemented a regular schedule of meetings with the Board of Higher Education and a program of regular interactions at the staff level for purposes of planning and coordinating the expansion of vocational education at the postsecondary level. In addition, the newly constituted "Postsecondary Education Commission" is made up of the State Board of Vocational Education plus the Board of Higher Education and representatives of private sector institutions providing educational services at the postsecondary level. This Commission is intended to provide a vehicle for the coordination of vocational education program planning.

Organizational History

No organizational changes affecting the State level administration of vocational education in North Dakota have occurred since the passage of the Vocational Education Act of 1963.

Organization of Vocational Education Delivery System

Institutions and Services*

Institutions: Vocational education in North Dakota is provided through:

- Thirteen (13) comprehensive high schools having facilities for five or more different programs in vocational education;
- Nine (9) shared-time Vocational Centers (all of which were originally designated as multi-district area vocational centers but only seven of which serve students on a multi-district basis);
- Five (5) junior colleges (one of which is a branch campus of the University of North Dakota, one a branch campus of North Dakota State University, and three of which are locally controlled institutions); and
- One (1) regional mobile vocational education program.

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*See "Introduction."

North Dakota secondary schools have also developed sixteen (16) "cooperative arrangements" involving the exchange of students and/or staff or other provisions for the sharing of resources for vocational education by two or more secondary school districts.

Services: North Dakota high schools and multi-district Vocational Centers provide vocational education for secondary school students and adults. High schools and Vocational Centers do not offer degree, certificate, or diploma programs in vocational education at the postsecondary level.

North Dakota's junior colleges each offer postsecondary degree and certificate programs in vocational education and extensive programs in "part-time" adult vocational education; but none of the postsecondary institutions of North Dakota provide vocational education on a shared-time basis to high school students.

At present, only a limited program of articulation exists between vocational education programs offered at the secondary and postsecondary level. The State is, however, working toward such a program of articulation.

While there exists no formal policy which provides for the distinction between the vocational education programs offered in secondary and postsecondary institutions, it has been the general practice not to offer programs of a "technical" nature in the secondary institutions. North Dakota's junior colleges, both those administered locally and those administered by the Board of Higher Education, offer comprehensive programs in skill development and technical education as well as transfer programs. The majority of the vocational and technical education programs offered in the State's postsecondary institutions are skill development programs leading to diplomas and certificates.

Regionalization and Coverage

Comprehensive High Schools and Multi-District Vocational Centers: At the secondary level, North Dakota's seven multi-district (and two single district) Vocational Centers provide vocational education on a shared-time basis to secondary school students in 40 of North Dakota's 248 high school districts. In addition, approximately 94 of the State's regular school districts offer some programs in vocational education, although only 13 (22%) of North Dakota's high schools offer five or more programs in vocational education.

Junior Colleges: The junior colleges of North Dakota, both those administered by the Board of Higher Education and the locally controlled institutions, provide services on a Statewide basis and are not intended to operate as "regional" institutions for purposes of providing vocational education within a defined region.

Administration

Comprehensive High Schools and Single District Vocational Centers: Vocational education in comprehensive high schools, the two Vocational Centers serving single school districts, and school districts participating in "cooperative arrangements" are each administered independently by the educational agency offering the vocational education program. All regular school districts have independent taxing and bonding authority.

Multi-District Vocational Centers: Multi-district Vocational Centers may be administered either (a) jointly by a board of control composed of the members of the Boards of Education of each of the participating school districts (with district membership of the Vocational Center Board based on one member per 400 students in grades 9-12 of the participating district up to three members per district), or (b) independently by the Board of Education of one of the participating school districts, generally the school district where the multi-district Vocational Center is located. Five of the seven Area Vocational Centers operating multi-district Vocational Centers operating programs are administered by a joint board while the remaining two centers are operated by one of the participating school systems.

In the case of multi-district Vocational Centers, provision must also be made for the representation of the superintendents of the participating school districts through an advisory committee.

For Vocational Centers administered by one of the participating school districts, the multi-district Vocational Center must have an advisory committee composed of representatives of the school board or the superintendent of each of the participating school districts. Through its control of Federal and State vocational education funds the State agency insures this advisory committee of a significant voice in the operation of the vocational education program.

The board of control of multi-district Vocational Centers has all the authority of the board of education of a regular school district, but has no independent taxing or bonding authority. Multi-district Vocational Centers are, however, independent fiscal agents. They may, however, contract specific services relating to the fiscal operation of the institutions to one of the participating school districts.

Junior Colleges: North Dakota's two locally controlled junior colleges are each administered independently by a single sponsoring school district which has taxing and bonding authority for the administration of the junior college.

The three State junior colleges are administered directly by the State Board of Higher Education and have no local administrative structure or fiscal base.

Financing Facilities and Equipment for Vocational Education

Comprehensive High Schools, Vocational Centers, and Junior Colleges: Since 1966 all facilities construction projects in comprehensive high schools, multi-district Vocational Centers, and local junior colleges have been funded 100 percent with local funds secured through local bond referenda. Prior to 1966, several construction projects were undertaken with a combination of Vocational Education Act funds and local funds provided on a 50:50 match. However, the limited availability of Vocational Education Act funds brought about a policy change designed to maximize the use of Vocational Education Act funds for the support of program operation.

Equipment for vocational education programs in regular comprehensive high schools and local junior colleges are funded with State and/or Federal funds distributed to institutions in accordance with the aid formula applied to the support of vocational education instruction. The same formula for equipment is applied in comprehensive high schools and junior colleges. State and Federal funds account for between 40 and 60 percent of capital equipment costs for vocational education in comprehensive high schools and in junior colleges.

In multi-district Vocational Centers initial capital equipment is funded 100 percent with State funds while replacement equipment is funded according to the provisions of the aid formula for instructional programs.

State funds used for the acquisition of capital equipment in multi-district Vocational Centers are secured through State general revenues and require no State bond issue.

Facilities and equipment for the junior colleges administered by the State Board of Higher Education are funded from the State capital improvement budget.

Financing Vocational Education Program Operating Costs

Comprehensive High Schools and Vocational Centers: State and Federal funds allocated to the operation of vocational education programs in comprehensive high schools and Vocational Centers are used to reimburse the allowable costs of direct salary, equipment, travel, local administration, and guidance in the multi-district Vocational Center. All remaining costs for the operation of vocational education programs are funded with local funds.

Vocational education programs in secondary institutions, both comprehensive high schools and Vocational Centers, are funded using the same basic formula for the allocation of State and Federal Vocational Education Act funds except that multi-district Vocational Centers have an added factor based on the fact that they are serving students from multiple school districts. This factor has been incorporated into the funding formula as an incentive for school districts to create multi-district Vocational Centers which are viewed as more economical and efficient in terms of the range of program offerings that can be made available within a locale. Between 40-60 percent of the allowable cost of approved programs in comprehensive and Vocational Centers are from State and Federal sources.

School districts participating in a shared-time vocational education program in a multi-district Vocational Center and cooperative arrangements have the authority to levy a special tax of up to ten mills for the support of their share of the costs of participation in shared-time vocational centers. (Prior to 1976 this local millage authorization was limited to five.) This levy is authorized independently by each participating school district and does not constitute a district-wide assessment.

For "cooperative arrangements" the sponsoring school district receives State and Federal funds for the support of the shared vocational education program on the same basis as a comprehensive high school. All vocational education program costs not paid from State and Federal sources are assessed against participating districts on a per pupil cost sharing basis.

Junior Colleges: Educational programs in North Dakota's junior colleges are supported with Vocational Education Act funds, State vocational education funds, State general education funds, local funds, and tuition.

State and Federal Vocational Education Act funds are allocated to junior colleges on the basis of individual programs which have been approved by the State Board of Vocational Education. However, the State Board of Vocational Education does not fund the total cost of programs of vocational education offered in the junior colleges; nor does it have authority over programs which it does not fund. Approximately one-third of the cost of vocational education programs in junior colleges is provided through State general fund revenues authorized for individual junior colleges on the basis of head count (in the case of locally controlled junior colleges) or through the budget of the State Board of Higher Education which operates the State junior colleges. Locally controlled junior college districts have the authority to levy up to 12 mills for their operation of their total educational program. No distinction is made between vocational and general education funds raised through local taxes.

Tuition at each of the junior colleges is set locally and accounts for approximately one-third of the operating costs of junior college programs.

Adult (part-time) vocational education programs in all institutions are reimbursed at the established rate of 40-60 percent of teacher salaries (of up to $10.00 per hour) from a combination of State and Federal sources (depending on the availability of funds).

36. OHIO

State Governance of Vocational Education

State Agency(ies) with Vocational Education Responsibilities

Vocational education in the secondary schools in Ohio is provided under policies established by the State Board of Education and administered under the Division of Vocational Education in the State Department of Education. Two-year postsecondary institutions offering technical education are administered under the Board of Regents of the State's higher education system.

The State Board of Education serves as the State Board for Vocational Education.

Coordination Between State Agencies

Ohio's system of secondary and postsecondary education institutions is organized and operated under different policies and function as independent systems of education. However, the development of vocational and technical education programs within each institutional system is co-ordinated on the basis of a "memorandum of understanding" jointly developed by the Ohio Board of Regents and the Ohio Department of Education. In 1972, the provisions of this "memorandum of understanding" were enacted into law in a bill in which "vocational" education for youth and adults was identified as the responsibility of the Department of Education while "technical" education leading to an associate degree was identified the responsibility of institutions administered under the Board of Regents.

Organizational History

Prior to 1964, postsecondary technical education was also the responsibility of the Division of Vocational Education. In 1964, the two-year associate degree technical education and community college system was, by legislation enacted in 1963, placed under the newly created Board of Regents for Higher Education.

Organization of Vocational Education Delivery System

Institutions and Services*

Institutions: Vocational education in Ohio is provided in:

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*See "Introduction."

- Approximately two-hundred (200)* comprehensive high schools having facilities for five or more vocational programs;
- Forty-eight (48) Joint Vocational School Districts offering vocational education on a full-time basis;
- One (1) Joint Vocational School District offering vocational education on a shared-time basis;
- Five (5) locally administered Community Colleges;
- Seventeen (17) locally administered Technical Colleges; and
- Three (3) General and Technical Colleges which function as community colleges but which are State administered.

Ohio also has 20 contracting units which provide vocational education on an "exchange" basis between comprehensive high schools. (These programs are independently administered by each of the participating school districts.)

Joint Vocational Schools may also contract with school districts which are not members of the Joint Vocational School district to provide vocational education to students from non-member districts.

Services: Many of Ohio's high schools, all Joint Vocational Schools, and Technical Colleges, Community Colleges, and General and Technical Colleges have programs in adult education. Only institutions reporting to the Board of Regents have the authority to award associate degrees.

No provisions exist for Technical Colleges, Community Colleges, or General and Technical Colleges to serve secondary school students.

The State of Ohio has no formal program of articulation between vocational education programs at the secondary and postsecondary level; programs of advanced placement at all postsecondary institutions do exist on a local option basis.

During the development of a Technical College system there was an extensive amount of site and facility sharing between Joint Vocational Schools and Technical Colleges. However, almost all Technical Colleges now have their campuses and little sharing of resources now exists. Provision does exist, however, for Joint Vocational School districts to contract with Technical Colleges whose district boundaries are coterminous with those of the Joint Vocational School for the shared use of facilities or equipment owned by either district.

Operationally, the Technical Colleges differ from the Community Colleges and the State General and Technical Colleges in that Technical Colleges do not have a formal transfer program to higher education. Further, Community Colleges almost uniformly were created initially as independent institutions, whereas the Technical Colleges usually started out in association with Joint Vocational Schools. As a result of their early orientation toward technical education programs, Technical Colleges have not considered their higher education transfer component to be a significant portion of the mission of the Technical College system.

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*See "Introduction."

Regionalization and Coverage

Both the secondary and postsecondary vocational education systems in Ohio are based on regionalized programs under which the State is divided into service *regions* for postsecondary institutions and local, exempted city, and Joint Vocational School *districts* for secondary schools. These districts, in turn, are organized into *vocational* education planning districts. For the two levels of education, the State is regionalized on different bases reflecting the needs and objectives of the two systems.

Comprehensive High Schools and Joint Vocational Schools: At the secondary level, Ohio's 617 school districts and 49 Joint Vocational School districts are all incorporated into 102 vocational education planning districts which were established on the basis of legislation enacted in 1969 by the General Assembly and standards established by the State Board of Education. The general standards established by the Board of Education in 1969 were intended to provide a basis for vocational education planning in order to comply with the new legislation which specified that all secondary students in the State of Ohio would have access to 12 or more programs in vocational education and further, that by 1975, facilities and programs should be available to serve not less than 40 percent of the secondary school age youth. The State Board standards also specified (as a function of the percent of the graduates who enter degree granting institutions of higher education) the percentage of the students in grades 9-12 who must be served by vocational education programs.

Originally, the Division of Vocational Education proposed a master plan calling for the creation of 56 school districts based on factors of transportation, economics, and population. However, the final legislation made provision for individual localities to opt for the creation of an independent vocational education system rather than participation in a regional program provided they had a minimum of 1,500 students in the 10th through 12th grades. As a consequence, many individual regions chose to provide their own vocational education programs which resulted in the creation of a total of 102 planning and administrative districts for vocational education. Five hundred and twenty-five (525) of the 617 regular school districts are, however, participants in Joint Vocational School Districts.

Community and Technical Colleges and General and Technical Colleges: At the postsecondary level Ohio is comprised of 34 service regions. These regions are not, however, coterminous with the 25 postsecondary school *districts*. For purposes of the delivery of technical education at the postsecondary level, the "district" has no significance aside from its importance in program administration (as is discussed in a later section) since enrollment in all institutions is open to students Statewide.

Administration

Comprehensive High Schools and Joint Vocational Schools: Ohio has four basic types of secondary school districts: local school districts having a local superintendent and a county superintendent; exempted village districts having a local school superintendent but not a county superintendent; city school districts having an independent superintendent; and Joint Vocational School districts which have the independent status of a city school district.

The management and control of a Joint Vocational School is vested in the board of the independent Joint Vocational School district. However, the board of education of a regular school district may serve as the board of education for a Joint Vocational School district. Where a Joint Vocational School district is composed of two or more local school districts located in one county, or when all the participating districts are in one county and the boards of such participating districts so choose, the board of education of the county may serve as the board for the Joint Vocational School district. The board of education of a Joint Vocational School district also may be composed of representatives from the board of education of the participating district.

Joint vocational school districts present specific problems of board responsibility. These issues may be handled in two ways. If the Joint Vocational School district is composed of local school districts in more than one political entity (county, city, or exempted village school district), the administration may be chosen by all the participating districts. The alternative is a board comprised of one or more people who are Board of Education members in their individual districts.

All regular secondary school districts, including Joint Vocational School districts, have independent taxing and bonding authority.

Community Colleges, Technical Colleges and General and Technical Colleges: Both Community Colleges and Technical Colleges are administered by a local nine member board of trustees, three of whom are appointed by the governor and six of whom are appointed locally by the board or boards of county commissioners of the Community College districts. Each of these institutions operates as a quasi-independent agency with respect to administration and program operation and has responsibility for the development and administration of programs responsive to local demands. However, within the State's system of two-year postsecondary education, all institutions report to the Board of Regents in matters relating to program approval.

While both Community Colleges and Technical Colleges are created by local initiative, the Technical College is most commonly adopted because it does not require tax levies to support program operations. All Community Colleges have local taxing authority. Technical Colleges, all but one of which are fully state supported, require no local tax base and all but one have no taxing authority. Both Community Colleges and Technical Colleges have bonding authority for capital projects, but this source of capital funding has not been used. Individual two-year postsecondary institutions may be established by single or multiple government units (usually counties) within a region but serve students from throughout the region.

The State-operated General and Technical Colleges are also administered by "local" boards of trustees, all of whom are appointed by the governor. As State institutions these institutions have no local taxing or bonding authority.

Financing Facilities and Equipment for Vocational Education

Comprehensive High Schools and Joint Vocational Schools: Ohio's construction program for vocational schools began in 1965 as a direct result of the Federal Vocational Education Act of 1963. Most facilities for vocational education were initially financed with funds from the Vocational Education Act and local funds, and were funded on a 50:50 matching basis. Vocational education facilities in the 28 counties of Ohio included in the Appalachian Regional Commission were funded with a combination of local, Vocational Education Act, and the Appalachian Regional Commission funds with up to a total of 80 percent of the total construction and equipment cost paid from Federal funds from a combination of these sources. Vocational Education Act funds are also used, as available, to match local funds to upgrade instructional equipment. Reimbursement rates for individual districts vary from 40 percent to 60 percent based on priorities determined by formula. Basic support for the secondary vocational programs comes from State appropriations.

In 1969, Ohio enacted legislation mandating that all school districts provide for a "comprehensive" program in vocational education. This legislation was followed in 1970 with a seventy million dollar State bond issue (referendum) for vocational facility construction. These funds have, in subsequent years, been augmented with legislative appropriations for the construction of vocational facilities.

Presently, vocational facilities are funded through a combination of State, Federal Vocational Education Act, and local funds with 50 to 65 percent of the total cost paid by the local education agency and the remainder paid from a combination of State and Federal funds. The actual percentage of State and Federal funds provided to an individual project varies, but the *usual* policy is to use *either* State *or* Federal funds in an individual construction project to match *local* dollars, thus simplifying the bookkeeping necessary for the tracking of both sources of funds. In inner cities and other areas of high need, individual institutions may receive reimbursements up to 65 percent of the project cost from a combination of State and Federal funds. In the construction of vocational education facilities for secondary schools, the local education agency is required to pass a bond issue in special millage in the amount of the local contribution only.

Ohio has no provision for the State funding of construction or equipment for general education facilities in comprehensive high schools and Joint Vocational Schools. All general education and multi-purpose spaces (such as libraries, gymnasiums, general purpose classrooms, etc.) are funded 100 percent with local funds.*

Community Colleges and Technical Colleges and General and Technical Colleges: New facilities and equipment for all two-year postsecondary educational facilities are financed 100 percent with State funds secured through the sale of bonds authorized by the legislature (but not requiring a voter referendum.) Replacement equipment for vocational education programs in two-year postsecondary institutions is financed through annual formula grants to individual institutions. No Vocational Education Act funds are currently used for facilities or equipment for vocational education programs in two-year postsecondary institutions.

Financing Vocational Education Program Operating Costs

Comprehensive High Schools and Joint Vocational Schools: Educational programs at the secondary level are supported through a combination of Vocational Education Act funds, State general education and vocational education funds, and local funds.

The cost of general education in Ohio's secondary schools is based on a per pupil average daily attendance allocation; whereas, the support of vocational education programs with State funds is based on teaching units. One teaching unit equals 22.5 hours of teaching per week). Ohio's basic educational finance program for secondary schools is based on a mandated 20 mill local tax tied to an incentive plan under which local education agencies which tax at a higher rate on a community or municipality by the joint vocational school district counts in the basic 20 mill local tax and toward the increased tax rate which earns higher State reimbursement. Thus, there is also an incentive for individual school districts to participate in a joint vocational education program.

Prior to 1969, the teaching unit reimbursement rate for vocational education programs was computed on the basis of the local tax base. However, presently the vocational education unit reimbursement rate is based on a Statewide salary schedule (plus fringe benefits) and a flat grant of $4,000 per teaching unit for overhead for the instructional program. The average unit value reimbursed from State fund allocations for teaching units throughout the vocational education system of Ohio for FY 1977 was $15,700. While the actual unit cost of vocational education varies by program, the unit reimbursement rate does not (i.e., the reimbursement rate is fixed for all vocational education programs within a district).

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*Schools in poor districts do receive nominal State support for the construction of general education facilities.

In addition to the vocational education program support provided by funds derived from State sources, all local education agencies receive a general program entitlement from Vocational Education Act funds for ancillary services (administration, etc.) and for the operation for postsecondary and adult programs. The amount of money received by each local education agency depends on its rating as determined by the formula specified in this State plan. All school districts are ranked in accordance with this formula and the list is divided into three equal groups. Differential reimbursement rates, depending on the schools reimbursement rating priority, apply to all administrative, teaching, and support staff, travel, and other reimbursable costs. Adult and postsecondary programs offered in secondary institutions are also supported at different rates based on the district priority rating. Vocational Education Act funds are also used to fund 100 percent of the start-up equipment cost of "innovative" programs, new programs not offered anywhere in the State. Some instructional programs are also supported with Vocational Education Act funds to allow the local education agencies to qualify for State funding of vocational education program administration.

In funding the operation of secondary school vocational programs, all State and Federal funds are paid directly to the district offering the vocational education program, not to the school district sending the students. Vocational education program (and related) costs not paid by State and Federal vocational education funds are paid from local tax revenues or, in the case of regular school districts, local revenues and general State aid.

Community Colleges, Technical Colleges and General and Technical Colleges: Vocational and technical education programs in the Community Colleges and in one of the Technical Colleges in Ohio are funded with the combination of local, State and Federal funds, and tuition.

For all other Technical Colleges and for Ohio's General and Technical Colleges, instructional programs are funded by a combination of State and Federal funds and tuition only. The reimbursement of instructional costs in Ohio's Community Colleges, Technical Colleges and General and Technical Colleges is based on full-time equivalent students (an FTE being identified as a student taking 15 credit hours of instruction). Ohio's funding formula for postsecondary institutions provides for differential reimbursement rates for different instructional programs. Programs in postsecondary technical education are required to be composed of one-quarter general education, one-quarter related instruction, and one-half technical instruction. General and related instructional programs are reimbursed at the same rate per full-time equivalent student to all institutions, while different rates apply to technical courses in (a) business and public service, (b) natural science, and (c) technical and engineering programs.

All postsecondary institutions receive the same State reimbursement for the same program and differ only in the amount and relative proportion of tuition and local funds contributed. Tuition in postsecondary institutions is established on a local basis with the maximum established by the Board of Regents. At present approximately one-third to one-half of the total instructional costs in Community Colleges is paid from tuition.

In addition to these funds, some Vocational Education Act funds are used in the postsecondary institutions of Ohio. When Vocational Education Act funds are used, reimbursement is computed on the basis of instructional units, not full-time equivalent students. The funds may only be used for programs approved by the Division of Vocational Education, whose program approval standards differ from those applied by the Board of Regents. Reimbursement rates for technical education programs suported with Vocational Education Act funds in postsecondary institutions are determined by the same procedures used for determining Vocational Education Act funding of operating costs for full-time adult programs in secondary schools.

All instructional programs in Ohio's Technical Colleges, Community Colleges and General and Technical Colleges are, by definition, degree programs (because State legislation specifies that the State will only fund "degree" programs in postsecondary institutions). Therefore, there is no provision for State funding of special programs for adults. Where such programs are offered, they may be supported with Vocational Education Act funds or locally supported.

37. OKLAHOMA

State Governance of Vocational Education

State Agency(ies) with Vocational Education Responsibilities

Vocational education in Oklahoma is offered in institutions operated under the authority of two agencies: The Department of Vocational and Technical Education reports to the (independent) State Board of Vocational and Technical Education and is responsible for all vocational education programs in comprehensive high schools (which, operationally, report to the State Department of Education) and in Area Vocational-Technical Schools; and the State Regents for Higher Education, which under the provisions of the State's constitution, have responsibility for all collegiate postsecondary educational programs.

Coordination Between State Agencies

Vocational education programs in the secondary and postsecondary institutions in Oklahoma are "coordinated" under the provisions of a "memorandum of understanding" entered into between the State Regents for Higher Education and the State Board of Vocational and Technical Education. This "memorandum of agreement" was formalized by State statute in 1973.

In addition the Department of Vocational and Technical Education maintains a "liason" staff person in the offices of the State Regents.

Organizational History

The Department of Vocational and Technical Education was originally part of the State Department of Education, but was established as an independent administrative agency in 1967 when a separate Board of Vocational and Technical Education was created.

Organization of Vocational Education Delivery System

Institutions and Services*

Institutions: Vocational education in Oklahoma is provided in:

- Thirty-nine (39) comprehensive high schools offering five or more programs in vocational education;

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*See "Introduction."

- Thirty-one (31) Area Vocational-Technical Schools which operate both full-time and part-time for secondary students and adults in the State's 20 vocational education districts;
- Fourteen (14) community and junior colleges;
- Three (3) technical institutions administered by Oklahoma State University; and
- Four (4) skill centers.

Three of Oklahomas's community colleges operate Area Vocational-Technical Schools.

There are also several instances in which vocational education is provided on a shared-time basis by cooperative agreements among comprehensive high schools as well as instances in which teachers work part-time in two or more high schools.

Students from some school districts which border Kansas are also served by vocational schools in that State.

Services: Under the provisions of the Oklahoma constitution, postsecondary vocational education programs for which collegiate credit is awarded can only be offered in the State's community and junior colleges; however, all vocational education institutions have extensive programs in adult education. The State's Area Vocational-Technical Schools have, over the period of recent years, expanded their offerings in adult education to the point where this component of the post-high school system of vocational education represents a major aspect of the Area Vocational-Technical School program.

Under the terms of the joint agreement between the State Regents and the Board of Vocational and Technical Education, the State's community colleges and higher education systems offer primarily "technical" education programs requiring extensive knowledge of math and science, whereas the high schools and Area Vocational-Technical Schools emphasize programs of instruction leading to occupations which require primarily manipulative skills. The Area Vocational-Technical Schools offer primarily trade and industrial programs.

While there does not exist extensive cooperation and coordination between the Area Vocational-Technical Schools and the community and junior colleges, there are several instances in which joint uses of facilities and vocational education resources have been employed. Such examples range from the shared use of campus facilities to instances in which Area Vocational-Technical Schools provide instructional programs for community junior college students.

Regionalization and Coverage

Comprehensive High Schools: Comprehensive high schools provide vocational education to students from single school districts only.

Area Vocational-Technical Schools: Oklahomas's regular Area Vocational-Technical School districts, each of which is composed of one or more counties and/or independent school districts, provide programs of vocational and technical education at the secondary level to students in all or part of 62 of Oklahoma's 77 counties, many of which are extremely rural and cannot feasibly be served by area vocational centers. This system makes programs of vocational education at the secondary level available to approximately 75 percent of the secondary school students in the State.

Community and Junior Colleges: Oklahoma's system of community and junior colleges are, with the exception of three colleges, operated as a State system with no specific program of regionalization or district organization for the delivery of postsecondary services in vocational education.

Technical Institute: Oklahoma's three technical institutes provide services to students on a Statewide basis.

Administration

Comprehensive High Schools: Vocational education in comprehensive high schools is administered independently by the board of education of the school system in which the independent comprehensive high school is located. Regular school districts have independent construction bonding authority and has the authority to levy up to a five mill tax for the operation of vocational education programs.

Area Vocational-Technical Schools: Area Vocational-Technical Schools are administered by independent locally elected boards of education which report to the State Board of Vocational and Technical Education. These school districts are independent of the local education agencies which comprise the vocational-technical school district and have autonomy with respect to the administration of vocational and technical education programs within the district.

Oklahoma's system of independent Area Vocational-Technical School Districts was established in 1965 by an amendment to the constitution which provided for the "independent" status of area school districts. Prior to this time area schools had no independent taxing or bonding authority. The first five "area" vocational schools were established by single LEA's who were required to provide the entire local funding for facilities construction and program operation. They served as "regional" schools by accepting students from throughout the district and charging a "tuition" to the participating school districts. Two of the Area Vocational school districts continue to be operated by local education agencies while the remainder operate as independent districts.

Area Vocational-Technical School Districts all now have independent taxing and bonding authority.

Community and Junior Colleges: Community and junior colleges in Oklahoma are administered by (a) the State Regents for Higher Education (11) and (b) the three (3) municipal junior colleges districts. The difference in these two types of administrative units is that in the case of the 11 State schools, these institutions have no access to a local tax base but are funded as is described in a later section, entirely with State funds. The three locally administered community junior colleges have a local tax base which is used to provide for the operation of vocational education programs.

Each of the community and junior colleges has an independent local Board of Regents which has full responsibility for program operating decisions. The State Regents have responsibility for the establishment of policies and standards for vocational education. In this sense each of the community and junior colleges exists as a quasi-independent institution which functions as a part of a total State system of education.

The creation of a State system of community and junior colleges was based on two pieces of State legislation. The first was a 1967 statute which created the State community college system, and the second was a 1973 statute which enabled existing local (municipal) junior colleges to become part of a State system of community junior colleges. Prior to 1973, all of the existing municipal junior colleges were locally administered and locally supported institutions, the majority of which had begun as grades 13 and 14 of the local school system and were administered under the individual local education agencies.

Technical Institutes: Oklahoma's Technical Institutes are administered by Oklahoma State University and funded by the State Board of Regents for Higher Education.

Skill Centers: Skill Centers are administered and funded by the State Board for Vocational Technical Education.

Financing Facilities and Equipment for Vocational Education

Comprehensive High Schools: At present, there is no provision in Oklahoma statutes for State participation in the funding of the construction of general education facilities. Consequently, no State funds are used in the construction of vocational education facilities in the comprehensive high schools or other general education facilities.

Area Vocational Technical Schools: Federal, State and local funds have all been used in the construction of Area Vocational-Technical Schools. In the period from 1964 to 1970, the construction and equipping of area vocational-technical schools were financed through a combination of Federal and local funds provided on a 50:50 matching basis. Subsequent to 1971, however, the construction of Area Vocational-Technical Schools has been funded with a combination of State and local funds. While State funds had always been available for the funding of vocational facilities, the relatively limited amount of such funds available during the early years of the expansion of Oklahoma's vocational education systems would have constrained the expansion of the system had the State relied entirely on State funds. The greater flexibility and more ready and reliable availability of Vocational Education Act funds was, therefore, used as a basis for the early construction programs. Subsequent to 1971, however, the State agency policy has been to promote construction by a combination of State and local funds only and to use all vocational Education Act funds for programs. While provision exists for a 50:50 matching of State and local funds, due to the limited availability of State funds, local school districts frequently desire to engage in a more substantial construction program and to provide for more extensive facilities and programs than can be funded with the State funds on a matching basis. The annual allocation of State funds to individual construction projects is based on the priorities assigned to each.

Capital equipment for vocational education in the secondary programs in Area Vocational-Technical Schools in the State of Oklahoma is funded 100 percent with State funds. The State Department of Vocational and Technical Education buys all capital equipment and retains title to all equipment which it makes available to local schools (both Area Vocational Technical schools and comprehensive high schools) on a "loan" basis. While such loans may result in the permanent location of equipment in an individual school, the State has the authority to remove the equipment from one school and relocate it in another when it becomes apparent that there is no longer a continuing demand for an individual program in the region served by a specific school.

The State Department of Vocational and Technical Education also maintains an "equipment pool" which is used to provide support for the "special schools program," a program under which the State Department of Education initiates vocational education programs to support the "start-up" of new industrial facilities throughout the State.

Operating equipment and other non-capital equipment and supplies for vocational education programs are funded 100 percent through local funds. However, these funds are ultimately supplemented with State funds in accordance with the formula for the allocation of State and Vocational Education Act funds to the support of the operating costs of vocational education programs at the local level.

When Vocational Education Act funds were used for the construction of Area Vocational-Technical Schools, all such funds were committed 100 percent in the year in which a construction project was approved. State funds for the construction of Area Vocational-Technical Schools are secured through both State bond referendums and special legislative appropriations for vocational school construction.

In the eastern third of the State, vocational school construction was also supported with funds from the Ozark Regional Commission. The actual amount of such construction funds contributed to an individual school ranged as high as 60 percent from the Ozark Regional Commission (ORC), 20 percent from the Economic Development Act (EDA), and 20 percent from local funds. Local funds used to match Vocational Education Act, State, or Ozark Regional Commission/ Economic Development Act funds for school facilities construction projects may be secured through the accumulation of a cash reserve in a construction "sinking fund" or through bond issues. Local school districts are required to bond only the difference between the total construction project cost and the amount pledged from State and Federal dollars. Provision exists for school districts to levy a construction tax for one year up of five mills to create a quasi-sinking fund for facilities construction. School districts may, however, authorize such a building levy in as many years as they desire and, thus, build up a construction fund which will enable them to acquire vocational facilities out of capital reserves. However, notwithstanding this provision, local bond issues remain the most common source of construction funds for area vocational schools.

Community and Junior Colleges: All equipment and facilities in community colleges in Oklahoma are presently funded 100 percent with State funds secured through a Statewide bond referendum or State appropriated funds. However, inasmuch as many of the institutions which now constitute the State system of community junior colleges were built as (municipal) junior or community colleges under the provisions of general facility construction funding, many of the State's community junior colleges were initially funded 100 percent with local funds secured through local bond issues.

Financing Vocational Education Program Operating Costs

Comprehensive High Schools: Approved vocational education programs in comprehensive high schools are supported under a State aid program which provides a grant of $4,000 (1978) per program per year for general operating expenses and up to $125 per month (for the ten-month school year) for the teacher for approved vocational education programs. (Some teachers are retained on a 12-month year in which case the State pays the teacher's total salary for the additional two months.

For Oklahoma students attending vocational schools in Kansas, the local school district pays a tuition to the Kansas school and is reimbursed approximately 50 percent from State funds.

Comprehensive high schools also receive general State aid funds based on an equalization formula designed to assure each district a minimum education program for each student.

Area Vocational-Technical Schools: The total program operating costs for Area Vocational-Technical Schools are paid from State, Federal and local funds with approximately 50 percent of the cost being made up of a combination of State and Federal funds and the remaining 50 percent from local funds secured through a local tax levy. Federal funds for program operation are allocated to schools by formula as described in the State plan, and State funds are used to supplement Federal funds up to the total of approximately one-half the total program operating costs.

While, on a Statewide basis, the State and Federal contribution to the operation of local vocational education programs in Area Vocational-Technical Schools is approximately 50 percent, the actual percentage of the operating cost reimbursed to an individual Area Vocational-Technical School may vary from this figure inasmuch as the basis for computing the State and Federal contribution is based on a formula of fundable costs which is determined separately for each Area Vocational-Technical School.

Vocational Education Act funds, in excess those used in the support of general education programs (which are allocated in accordance with the provision of the formula identified above) are allocated as grants based on proposals submitted by Area Vocational-Technical Schools. While there is no requirement for a State or local match of Vocational Education Act funds used in such projects, the local education agency is generally required to make some contribution (the amount of which is determined by formula and program priorities) to each project.

Community and Junior Colleges: The operation of community colleges is funded with State funds, Vocational Education Act funds (nominally), tuition (approximately 20%) and, in the case of Tulsa Junior College, local tax revenues. The State share of the costs of vocational programs in community and junior colleges is determined by a formula which takes into account the different operating costs associated with individual programs of instruction and the enrollment in each. All operating costs for the State community junior college system are allocated by the legislature to the State Regents for Higher Education which, in turn, allocate funds to the operation of the individual community junior college. The 15 percent postsecondary set-side from the Vocational Education Act is also transferred to the State Regents for Higher Education which distribute these funds to individual community junior colleges. The budget for each college is based on the programs offered and the projected full-time equivalent (FTE) enrollment in each program.

Tulsa Junior College, the one locally owned junior college in the State, receives its operating funds from a combination of funds transferred from the State Regents (with the actual amount transferred for each program based on the previous year's program allocation for the State system schools) and local tax funds. Tulsa Junior College also functions as a designated Area Vocational-Technical School and uses three (3) mills of its authorized five (5) mill levy for the operation of the area vocational-technical school and the remaining two (2) mills for the operation of vocational-technical programs in the junior college.

38. OREGON

State Governance of Vocational Education

State Agency(ies) with Vocational Education Responsibilties

Vocational education in Oregon is under the administrative authority of the Career and Vocational Education Section of the Instructional Services Division of the Oregon Department of Public Instruction. The Career and Vocational Education Section has direct responsibility for policies relating to vocational education programs in both secondary schools and community colleges. A separate Division of Community Colleges has general supervisory responsibilities for all programs offered in the community colleges.

The State Board of Education, which also serves as the State Board for Vocational Education, has authority over both the Career and Vocational Education Section of the Department of Public Instruction and the Division of Community Colleges.

Coordination Between State Agencies

Coordination between the Career and Vocational Education Section and the Division of Community Colleges is insured by the fact that both agencies are responsible to the Superintendent of Public Instruction and State Board of Education.

The development of all vocational education programs in postsecondary institutions of Oregon is reviewed by the Oregon Educational Coordinating Commission (OECC) which was created by State legislation in 1975 to coordinate the planning of all education programs and institutions. Both the State Board of Education and the State system of higher education work closely with the Oregon Educational Coordinating Commission, although neither is formally represented in its composition.

Organizational History

Prior to 1960, all vocational education in Oregon was coordinated by a single director of vocational education who reported directly to the State Board of Education. For a period of time, the director of vocational education reported to the Associate Superintendent of Community Colleges and Vocational Education.

In 1972, vocational education was established as a section within the Instructional Services Division of the State Department of Education.

In 1972, the Division of Community Colleges was created as an independent agency reporting to the State Board of Education through the Superintendent of Public Instruction. This action was intended to give the community colleges a separate identity as a part of Oregon's total education system.

Organization of Vocational Education Delivery System

Institutions and Services*

Institutions: Vocational education in Oregon is offered in:

- One hundred nineteen (119) comprehensive high schools having facilities for five or more different programs in vocational education;
- Thirteen (13) community college districts, with 23 campuses, and one area education district; and
- One (1) technical institute.**

Oregon also has 29 Intermediate Education Districts and six county units which provide services to school districts within their respective areas.

Services: Oregon's comprehensive high schools offer both full-time and part-time (shared-time) programs of vocational education at the secondary level as well as postsecondary "certificates of completion" in vocational education competency.

One of Oregon's community colleges makes extensive use of "storefront campuses" and other facilities throughout the community.

Community colleges offer both degree and certificate programs in vocational education. The community colleges also administer most of Oregon's adult vocational education programs through programs offered on the community college campuses and in high school facilities.

Community colleges also provide vocational education to secondary school students on a part-time basis under contractual agreements with local school systems. Community colleges also contract with vocational schools (including private high schools) to provide educational services to students enrolled in community colleges.

By statute, the role of the community college system in vocational and technical education is defined in terms of "terminal" programs; with the exception of certain technical programs requiring more than two years for completion.

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* See "Introduction."

**Oregon Institute of Technology which, prior to 1959, was operated under the aegis of the Department of Education, is currently administered by the State System of Higher Education under the funding and operating provision applicable to all colleges and universities and has not been included in this study.

Oregon's one area education district, Wasco County, does not have its own facilities to operate instructional programs in vocational or general education, but as a district, contracts with other community colleges for vocational or general education services.

Oregon has implemented a broad base articulation program between secondary schools and community colleges which is intended to promote the development of an "integrated" program of vocational education in secondary and postsecondary schools.

Regionalization and Coverage

Comprehensive High Schools: Oregon has no specific provision for "area" or "regional" programs in vocational education at the secondary level. Rather, the regular school district constitutes the only administrative agency for vocational education progams at this level. Of Oregon's 237 high schools (including five combination elementary and high schools), 203 offer approved vocational education programs and 119 offer five or more vocational education programs.

Community Colleges: Community colleges in Oregon are organized as independent community college districts which are established by local initiative based on enabling legislation enacted in 1959. Community college districts (which generally follow county lines) now encompass approximately 80 percent of the State's population.

General: Oregon is divided into 14 general purpose State planning districts which are coterminous with county lines and correspond roughly to community college districts. These districts are also used as regional planning districts for career and vocational education. A regional vocational education coordinator, supported in part from the Career and Vocational Education Section, is assigned to coordinate at both the secondary and postsecondary level within each planning district.

Administration

Comprehensive High Schools: All programs of vocational education at the secondary level are under the administrative authority of local Boards of Education, each of which has taxing and bonding authority.

Community Colleges: Community college districts are administered by local Community College District Boards of Education. Community college districts are independent, legally constituted entities having the taxing and bonding authority of a regular school district. The limits of a community college bonding authority are, however, established by State legislation.

Financing Facilities and Equipment for Vocational Education

Comprehensive High Schools: Facilities and equipment for general and vocational education programs in secondary schools are funded 100 percent with local funds secured through local bond issues or by the accumulation of a capital reserve built up through serial capital levies (of not more than five years' duration) and/or an accumulation of excess operating funds.

By State agency policy, no Federal Vocational Education Act funds are used for the construction of facilities in secondary schools. Vocational Education Act funds allocated to districts (under provisions described in the following section) may be used for acquisition of initial and replacement equipment in secondary schools.

Community Colleges: Until 1977, State statutes made provision for State funds to pay up to 65 percent of the construction and equipment cost of a facility in a community college (based on an approved construction rate schedule described by law and based on a specified project cost). However, because of limitations on legislative appropriations of capital funds, facilities and equipment for community colleges are actually funded approximately 50 percent with local funds and 50 percent with State funds.

Since 1973, equipment in community colleges has been included in the project cost and funded by legislative appropriations.

In community college construction, State funds may only be used for instructional support facilities. State funds may not be used for dormitories, athletic facilities, student and faculty housing, etc., all of which are financed locally with revenue bonds or serial levies.

Initial equipment for vocational education programs in community colleges is funded 100 percent with local funds. However, provision exists for State reimbursement of 48 1/2 percent of the cost of replacement equipment, which is considered to be a program operating expense and reimbursable under the provision for program operations support described in the following sections.

Financing Vocational Education Program Operating Costs

Comprehensive High Schools: Vocational education programs in secondary schools are funded with a combination of State funds (32 1/2%), Federal Vocational Education Act funds (5%), and local funds (62 1/2%).

State funding for both general and vocational education programs in secondary schools is determined as the difference between local revenues (based on minimum tax rates and other factors) and the total district entitlement computed on the basis of an equalization foundation program formula which guarantees secondary school districts a fixed amount per ADM*.

Federal Vocational Education Act funds are used primarily to finance the excess costs of vocational education programs. Vocational Education Act entitlements, "eligible funding levels," for vocational education programs in secondary schools for each school district are calculated, based on formula of need described in the State Plan and total ADM in grades 7 through 12. However, Vocational Education Act funds are allocated to school districts based on grant applications (described in the "Local Plans") submitted against this "eligible funding level." The local education agency is required to pay all costs not covered by State funds and grants from the Vocational Education Act.

Community Colleges: Educational programs in community colleges are funded with a combination of State funds (48-1/2%), local funds (28%), Federal Vocational Education Act funds (approximately 4%), and tuition (approximately 20%).

The portion of the total operating cost of community colleges which is paid from State sources is defined by legislation as a fixed 48 1/2 percent of the total operating cost.

Tuition rates are estabished by each community college district and differ for students residing in and outside of the district. However, in certain cases of students residing outside the district of the community college s/he attends, the district of residents may contract with the district of attendance to pay the difference between the per pupil operating cost of the community college and the amount received from tuition and State aid.

State funds for the operation of community colleges are allocated on the basis of full-time equivalent students with one reimbursement rate applying to the first 1,100 students and a different rate to all full-time equivalent students over 1,100. Within these two classes of funding, different funding rates apply during the first and second years of the budget biennium, with a higher rate applying to the second year.

High school students attending the community college are counted in computing full-time equivalents for reimbursement purposes.

Prior to 1978, Federal Vocational Education Act funds for vocational education programs in community colleges were allocated on the basis of a fixed rate per full-time equivalent, with different rates applying to the first 200 students and (a lower rate) to all additional students. Under the new (1978) State Plan, however, Vocational Education Act funds will be allocated to community colleges under provisions similar to those described for secondary schools.

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*In Oregon, no State funds are specifically appropriated as "vocational education" funds, so all education programs (general and vocational) financed with State funds are supported on the basis of a common funding policy.

Approximately 50 percent of Oregon's Vocational Education Act basic grant funds are used for vocational education programs at the secondary level and 50 percent for postsecondary and adult vocational education programs.

39. PENNSYLVANIA

State Governance of Vocational Education

State Agency(ies) with Vocational Education Responsibilities

All public education in the Commonwealth of Pennsylvania is under the authority of a single Board of Education which has responsibility for public education programs from elementary through higher education. Within the Commonwealth's educational system, the Bureau of Vocational Education has responsibility for the delivery of vocational education in comprehensive high schools and secondary level Area Vocational-Technical Schools, while the Bureau of Community Colleges has State agency responsibility for community colleges.

The Board of Education serves as the State Board for Vocational Education.

Coordination Between State Agencies

All vocational education programs in secondary and postsecondary institutions are under the authority of the Bureau of Vocational Education.

A Vocational Education Policy Committee has been established to ensure coordination and communications between Basic Education and Higher Education staff and programs and to ensure agreement on operation and policy matters in vocational education. This committee consists of the Secretary of Education, the Commissioner of Higher Education, the Commissioner of Basic Education, the State Director of Vocational Education, and the Director of the Bureau of Higher Education Academic Programs.

Organizational History

No significant changes effecting the State agency organization for the administration of vocational education have occurred since the passage of the Vocational Education Act.

Organization of Vocational Education Delivery System

Institutions and Services*

Institutions: Vocational education in the Commonwealth of Pennsylvania is provided in:

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*See "Introduction."

- Approximately one hundred eighty (180)* comprehensive high schools having facilities for five or more different programs in vocational education;
- Eighteen (18) vocational high schools;
- Seventy-nine (79) Area Vocational-Technical Schools (AVTS) and extension centers; and
- Fourteen (14) community colleges with seventeen (17) campuses.

(Pennsylvania legislation also provides for a system of "technical institutes" but no such institutions have ever been developed.)

Services: Comprehensive and vocational high schools and Area Vocational-Technical Schools provide vocational education to secondary students and adults. Twelve of the Area Vocational-Technical Schools also provide vocational education on a limited basis to postsecondary students.

Pennsylvania also has provisions under which high school seniors may take courses on a shared-time basis at the local community colleges, but this is a local option and not a common practice.

One of the community colleges serves as the Area Vocational-Technical School to provide vocational education to secondary school students.

The master plan for vocational-technical education in Pennsylvania made provisions for the joint use of facilities by community colleges and Area Vocational-Technical Schools on the same site, or in close proximity to, the community colleges. However, little resource sharing has been developed because the Area Vocational-Technical School system has developed a sufficiently broad demand to require the full utilization of its facilities.

No formal Statewide program of "articulation" of vocational education programs between secondary schools and community colleges exists. However, advanced placement of course credit may be given by individual institutions at the option of the individual institution.

Regionalization and Coverage

Comprehensive High Schools: Approximately one-third of Pennsylvania's 505 school districts are served by one or more comprehensive high schools having facilities for five or more vocational education programs.

Vocational High Schools: Three of Pennsylvania's school systems operate vocational high schools as part of their secondary educational programs.

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*See "Introduction."

Area Vocational-Technical Schools: Pennsylvania Area Vocational-Technical schools have been established by joint action of local education agencies. The development of these institutions has been promoted by the State, and participation in these programs is a local option. The service districts of these institutions, however, have been created by the State Board. Vocational education in Area Vocational-Technical Schools is now available to approximately 91 percent of the secondary school students in the Commonwealth of Pennsylvania. Four hundred and ninety-two (492) of Pennsylvania's 505 school districts are participating members in 79 Area Vocational-Technical School districts. Students from the remaining 13 districts may also attend Area Vocational-Technical Schools on a space available basis.

Community Colleges: Pennsylvania's 14 community colleges serve 21 of Pennsylvania's 67 counties and approximately 60 percent of the Commonwealth's population.

General: For purposes of secondary vocational education planning the Commonwealth of Pennsylvania is divided into 80 "planning units." Each of the planning units is composed of representatives of the high school districts, Area Vocational-Technical Schools, and community colleges in the regions served.

The purpose of these "planning units" is to determine the priorities for the allocation of Federal funds for the operation of vocational education programs at the secondary level within each region. These planning units, which are independent of Pennsylvania's "intermediate units" and community college districts, are the designated bodies for planning for the use of Federal vocational education funds. It is the function of these planning units to establish priorities for the allocation of these funds for vocational education purposes in all school systems within the regions being served. These planning units have the responsibility to coordinate programs of vocational education in the secondary schools which are eligible for receipt of Federal funds and to ensure participation with postsecondary institutions to avoid program duplication, etc.

Administration

Comprehensive and Vocational High Schools: Vocational education in comprehensive and vocational high schools is administered by the board of education of the individual school districts. Each local school district has independent taxing and bonding authority.

Area Vocational-Technical Schools: Area Vocational-Technical Schools are created by "articles of agreement" between participating school districts. These institutions do not exist as independent school districts, but rather, are operated as "independent" educational institutions operated jointly by the participating school system or by a "third party" agency. All of the Area Vocational-Technical Schools are administered by a board composed of all the members of the boards of education of each of the participating school districts. However, this provision creates an unwieldy administrative authority and most such boards have an "operating committee" composed of one board member from each participating district.

Five of Pennsylvania's Area Vocational-Technical Schools are administered by independently constituted Intermediate Units under the control of the Area School Board. The school system of the City of Phildelphia is designated as an Area Vocational-Technical School and represents a special case of a single district, locally administered "Area" vocational education program. Except for the "area" vocational education program administered by the Board of Education of the City of Philadelphia, Area Vocational-Technical Schools are jointly financed programs having no independent taxing authority. Such schools may, however, own land and issue bonds in the name of the Area Vocational-Technical School, but these bonds represent an obligation on the participating school districts.

(Pennsylvania's school code does not at present provide for the creation of separate independent school districts overlapping multiple governmental units.)

Community Colleges: Community colleges may be established and administered by school districts, municipalities, or county boards of school directors. The local administrative board for communities is generally composed of one or more of the members of the boards of education of each of the participating school districts. Community college districts do not have independent taxing and bonding authority.

Financing Facilities and Equipment for Vocational Education

Comprehensive and Vocational High Schools and Area Vocational-Technical Schools: Facility construction and the acquisition of equipment in comprehensive and vocational high schools and Area Vocational Technical Schools are funded through local, Commonwealth (State), and Federal funds (secured from both the Vocational Education Act and the Appalachian Regional Commission). These funds are used for the acquisition of facilities and equipment in Area Vocational-Technical Schools, but no Federal funds are contributed to the construction of vocational facilities for comprehensive and vocational high schools. At present, the Commonwealth's share of the cost of construction and equipment acquisition for programs is determined on the basis of a formula which includes the ability of the local education agencies to fund facilities acquisition (market value of real estate in participating district) and the "rated capacity" of the planned facility. The rated capacity is determined on the basis of "standards" for physical space in the individual laboratories being planned in new facilities.

The Federal contribution to vocational education facilities now amounts to 35 percent of the estimated Commonwealth share of the total construction and equipment costs. (The Commonwealth contributions to the construction and equipment acquisition costs in Area Vocational-Technical Schools is approximately twice the share of the cost of general education facilities, a fact which reflects the Commonwealth's emphasis on expanding the vocational education resources through the expansion of Area Vocational-Technical Schools.)

Fifty-two (52) counties in the western portion of Pennsylvania are included in the Appalachian Regional Commission (ARC) and the majority of the Area Vocational-Technical Schools in this portion of the State are funded through a combination of Vocational Education Act funds, Appalachian Regional Commission funds, and Commonwealth and local funds.

The local education agencies involved in each of the Area Vocational-Technical Schools construction projects determine the length of time over which the bond issue will be paid off; and the Commonwealth's share of the construction project is reimbursed to the local education agency annually as the bond issue is retired. The portion of the total bond issue, for which each participating district is responsible, is based on the district's ability to pay. This does not necessarily correspond to the number of student slots allocated to each, which is determined on the basis of population.

All property in Area Vocational-Technical Schools facilities is jointly owned by the participating school districts in the same proportion that the contribution of each to the cost of construction bears to the total cost.

Commonwealth funds for facilities construction and equipment acquisition are derived from general obligation bonds for which no bond referendum is required. Inasmuch as the Commonwealth's share of the construction project is based on the "rated capacity" of individual laboratories included in a given project, the local education agency is required to pay the total cost of facilities and equipment which exceed the requirements of the "standards" used in the computation of the Commonwealth's share of the construction cost.

Community Colleges: Facilities and equipment for academic facilities in community colleges are funded from Commonwealth and local funds on a 50:50 matching basis. Vocational Education Act funds used in community colleges amount to 40 percent of the Commonwealth's contribution for the vocational facilities only.

Financing Vocational Education
Program Operating Costs

Comprehensive and Vocational High Schools and Area Vocational-Technical Schools: Vocational education program operating costs in Area Vocational-Technical Schools and comprehensive and vocational high schools are paid from Commonwealth (State) and local funds. The Commonwealth share of operating costs is paid from two sources: general education funds - based on a reimbursement formula which applies to all elementary and secondary education programs and under which the costs of general education programs are reimbursed on a 50:50 basis; and a supplementary support program for vocational education. The Commonwealth's vocational education supplement is now $35 per student for vocational education students in both comprehensive high schools and Area Vocational-Technical Schools plus an additional State vocational education supplement of up to $75 per student in Area Vocational-Technical Schools to support excess costs associated with the operation of the program.

The local share of the operation of Area Vocational-Technical Schools is paid by each of the participating school systems with all costs prorated on the basis of the number of students attending the Area Vocational-Technical School from each district. The number of "slots" allocated to each district is specified in the Area Vocational-Technical School "articles of agreement" and are computed on the basis of the total population of each. Commonwealth funds are reimbursed to the school districts in which Area Vocational-Technical School students reside.

Federal funds for vocational education programs are allocated on a project basis to secondary and postsecondary institutions and by formula to each of the 80 "planning units" which expend these general funds consistent with the long range local plan for vocational education.

Community Colleges: The operation of instructional programs in community colleges is paid from State and local funds and tuition, with one-third of the operating costs paid from each of these sources. Tuition charges in community colleges are established independently by each and differ for students residing inside and outside the "service area" for each. The local share of the operating costs of these institutions is included in the school budgets of the participating school districts with the share to be paid by each determined on the basis of population.

40. RHODE ISLAND

State Governance of Vocational Education

State Agency(ies) with Vocational Education Responsibilities

All public education in Rhode Island is under the authority of the State Board of Regents for Education. Under the Board of Regents, vocational education is administered by the Bureau of Vocational Education, which has responsibility for vocational education at the secondary level, and the Bureau of Postsecondary Education, which is responsible for vocational education in postsecondary institutions.

(Rhode Island Junior College, the principal institution offering postsecondary vocational-technical education in Rhode Island, is administratively under the jurisdiction of the Board of Regents for Education. However, the operation of postsecondary vocational-technical programs is determined primarily by the college administration which operates independently of the Board except in matters of policy.)

Coordination Between State Agencies

No formal provisions exist for direct coordination between the Bureau of Vocational Education and the Bureau of Postsecondary Education; however, both agencies operate on the basis of policies established by the State Board of Regents for Education.

Organizational History

Prior to 1971, Rhode Island had a separate Division of Vocational Education. In 1971, the Division was abandoned and vocational education was administered as a unit under the State Board of Regents for Education. The Bureau of Vocational Education was established in 1975.

Organization of Vocational Education Delivery System

Institutions and Services*

Institutions: Vocational education in Rhode Island is offered in:

- Eight (8) State owned but locally administered area vocational facilities;

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*See "Introduction."

- One (1) State operated vocational education school; and
- Rhode Island Junior College, which operates two campuses offering vocational-technical programs.

Seven of the eight area vocational facilities offer full-time programs in both vocational and general education (provided through the "host" high school which administers the center) while one of the area schools operates as a shared-time (half-day schedule) facility serving students from secondary schools from within its region on a half-day basis.

The State operated area vocational center is a full-time school which operates its vocational program on an "alternate week" program.

Starting in 1977, two additional area centers will develop shared-time programs on an experimental basis in an effort to expand the availability of vocational education at the secondary level. (It is the anticipation of the Division of Vocational Education that all area vocational facilities will utimately operate on this "shared-time" skill center concept while retaining the original option for general education.)

Services: Area vocational centers in Rhode Island serve secondary school students and offer limited programs in adult vocational education but offer no postsecondary programs.

Rhode Island Junior College provides only postsecondary and adult programs in vocational technical education. At present, there is no program of shared services or articulation between area vocational centers and Rhode Island Junior College. Current plans of the Bureau of Vocational Education call for the area vocational centers to be used as satellite campuses of Rhode Island Junior College in the afternoon and evening to offer expanded programs in postsecondary and adult vocational education.

Regionalization and Coverage

Area Vocational Facilities: Based on a master plan for vocational education developed in 1967, Rhode Island is divided into nine "service areas" for vocational education at the secondary level. Each of these regions now has either a full-time or a shared-time vocational facility which makes vocational education available to all high school students in the State. Limited capacities and operating schedules, however, limit services to approximately 35 percent of the State's 10th through 12th grade students.

Rhode Island Junior College: Rhode Island Junior College is open to students on a Statewide basis. While no plan for regionalization for postsecondary vocational education exists, the two campuses of Rhode Island Junior College make vocational education at the postsecondary level readily accessible Statewide.

Administration

Area Vocational Facilities: Each of the eight area vocational facilities serving the State of Rhode Island is located on the campus of a high school which serves as the "host" school for the vocational education program. This complex functions as a comprehensive high school which provides both academic and comprehensive vocational education programs. Each area vocational facility is administered by the school committee of the "host" school district which has the sole authority for the operation of the area vocational facility. Area vocational facilities do not exist as independent fiscal agents and have no taxing and bonding authority. The "host" school district serves as the fiscal agent for these facilities.

Each of the eight vocational education regions also has a "professional liaison committee" composed of the superintendent and school committee chairperson from each of the school districts served by the area center. However, the role of this committee is advisory only and it has no authority over educational programs or the operation of the center.

The one State operated area vocational facility is operated and financed by the State Department of Education.

Rhode Island Junior College: Rhode Island Junior College is administered by a college president who reports directly to the Board of Regents for Education. As a State institution, Rhode Island Junior College has no local fiscal base.

Financing Facilities and Equipment for Vocational Education

Vocational education facilities and equipment in both the area vocational facilities and in Rhode Island Junior College are funded 100 percent with State funds secured through bond referenda and through special legislative appropriations. The State retains title to all facilities and equipment in these institutions.

In special cases, Vocational Education Act funds have been used to provide some equipment in the area vocational facilities and funds from the Higher Education Facilities Act and other sources have provided nominal amounts of funding for facilities at Rhode Island Junior College. It has not, however, recently been the practice of the State to use Vocational Education Act funds for major facilities construction or equipment acquisition because Rhode Island's entitlement under the Vocational Education Act is so small as to make the commitment of these funds to construction programs virtually meaningless. (Between 1965-72, however, substantial Federal funds were used for construction.)

(State legislation limits the use of State funds for school facilities to the construction of vocational education facilities in "designated" area vocational facilities. Vocational facilities constructed in comprehensive high schools which are not designated as area vocational facilities must be funded entirely from local funds.)

Financing Vocational Education Program Operating Costs

Area Vocational Facilities: The entire cost of the vocational education instructional programs in the area vocational facilities is initially paid by the "host" high school. Operating costs incurred by the "host" school are then allocated to the home school districts of the attending students in the form of a tuition which is determined on the basis of actual instructional costs (full-time) divided by the total number of students in attendance. A portion of the instructional costs (tuition) charged to the sending schools is reimbursed to each district out of State general education funds in accordance with the "foundation" program which provides for the reimbursement of from 30 to 70 percent of the total educational costs (depending on such factors as the district's taxable wealth and ability to pay, etc.). The remaining portion of the tuition is a cost to the local school district.

The salary of the facility administrator(s) and the cost of vocational education guidance is funded from a combination of State general education* funds and Vocational Education Act funds provided on a 50:50 matching basis.

Vocational Education Act funds are allocated through LEA allocations, determined by formula and against which local education agencies submit program proposals.

Funds from the Vocational Education Act are also used to support programs which are not funded with general education funds such as adult and apprenticeship programs, summer career exploration programs, and evening programs, etc.

Rhode Island Junior College: The operating costs of Rhode Island Junior College are paid entirely from tuition (established by the Board of Regents) and State funds appropriated annually as a line item in the State budget. Tuition accounts for approximately 16 percent of the operating cost of Rhode Island Junior College.

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*No State funds are appropriated specifically for local vocational education.

41. SOUTH CAROLINA

State Governance of Vocational Education

State Agency(ies) with Vocational Education Responsibilities

Vocational education in South Carolina is provided in two separately administered educational systems: the secondary vocational educational system which is administered by the Office of Vocational Education in the State Department of Education, and the technical colleges and technical centers which administer vocational education programs at the postsecondary level under the State Board for Technical and Comprehensive Education.

The State Board of Education, which is over only the State Department of Education, serves as the designated State Board for Vocational Education.

Coordination Between State Agencies

Provision for formal coordination of the planning and policy formulation activities of the State agencies for secondary and postsecondary vocational education is based on State statute which identifies the State Superintendent of Education as an ex-officio member of the Board of Technical and Comprehensive Education.

The two agencies for vocational education in South Carolina also work closely in coordinating the development of vocational education programs in their respective systems through informal interaction intended to promote joint planning at the local level.

Organizational History

The Technical College System, which began after World War II, was formalized by legislation enacted in 1961 which established an "advisory committee" for technical education under the State Board of Education. This advisory committee was established for purposes of planning and developing a postsecondary system for technical education. However, by a "memo of understanding" the advisory committee was given the authority to function as a quasi-independent "board," and it was under the "independent" authority of this advisory committee that the technical college system was developed. The State technical college system "board" was established as a separate Board for Technical and Comprehensive Education in 1972.

Organization of Vocational Education Delivery System

Institutions and Services*

Institutions: Vocational education in South Carolina is provided in:

- Sixty-eight (68) comprehensive high schools (including 23 with "funded" vocational education wings) having facilities for 5 or more different programs in vocational education;
- Fifty-five (55) shared-time Area Vocational Centers; and
- Sixteen (16) technical colleges (with 18 permanent campuses).

South Carolina also operates a "Special Schools Program" to train personnel for new industry moving into the State. This is a non-credit special program entirely operated by the State under the Board for Technical and Comprehensive Education.

Two of South Carolina's technical colleges offer vocational education on a shared-time basis to students in secondary schools.

There are also numerous instances where postsecondary institutions utilize the facility resources of secondary institutions on an after-hours and evening basis.

Services: By statute, high schools and Area Vocational Centers are limited to the offering of vocational and technical education to secondary school students and adults. No postsecondary (degree or certificate) programs may be offered in secondary schools.

South Carolina's technical colleges all offer degree, certificate, and diploma programs in vocational education and a limited number of continuing education programs.

Of South Carolina's 16 technical colleges, six offer transfer programs (i.e., operate as "community colleges") while the remaining institutions offer only "terminal" programs in vocational and technical education. Although credit for the completion of such programs may be accepted by institutions of higher education, this is not an objective of these institutions.

Vocational education programs in high schools and Area Vocational Centers are designed to provide either entry level skills or to serve as a feeder system to postsecondary institutions. In this regard secondary level institutions offer few programs at the "technical" level. While the secondary school system does provide instructional services in nursing and cosmetology at the post-high school level, such programs do not qualify for the awarding of a degree or certificate inasmuch as they are under the direct supervision and certification requirements of the independent State Boards for nursing and cosmetology.

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*See "Introduction."

The secondary and postsecondary vocational education systems of South Carolina have been developed to be complementary with respect to the level of instruction provided in each and to offer an integrated, articulated program of instruction. Both the State Board for Technical and Comprehensive Education and the Office of Vocational Education have made a major effort to develop programs of articulation at the local level. However, since neither agency has direct authority over the institutions operating under its aegis, the development of an articulated program has been based on an active program of support of local initiative and does not operate as a Statewide program of articulation.

Regionalization and Coverage

Comprehensive High Schools and Area Vocational Centers: "Regionalization" for purposes of secondary level vocational education has been the result of local initiative and legislative authorization. This has enabled the school districts to establish and jointly administer Area Vocational Centers serving students on a regional (up to five school districts) basis and, in some instances, has resulted in the creation, through legislative action, of independent area vocational school districts.

The present system of regular school districts for (elementary and) secondary education in South Carolina has come about through a continuing program of school district consolidations. This trend began in the early 1950's when there were more than 1500 school districts and has continued to the present where there are approximately 92 school districts. As a result of the development of larger school districts through consolidation, the regular school districts, while they are, at the outer limits, coterminous with county lines, are irregular in size and composition and are not necessarily contiguous with geographic or political units. As a consequence, several of South Carolina's major cities, including the capital, Columbia, are included in two separate school districts.

The consolidation of school systems is generally credited with being the critical factor making Area Vocational Centers and other regional programs possible because (a) only large units could afford such programs, and (b) when there were many small school districts, it was not possible to get enough districts to agree to a plan to be able to enact it.

Of South Carolina's 46 counties, 23 now exist as independent school districts having independent county school boards. The State's remaining 23 counties are divided into a total of 69 school districts.

All of these 92 school districts now provide programs of vocational education at the secondary level through either their own Area Vocational Center, in comprehensive high schools within the school district, or through participation (including contract programs) in an Area Vocational Center serving two or more participating school districts. The choice as to whether vocational education is to be offered on a single or multi-district basis and in shared-time centers or through facilities in comprehensive high schools is a local option and all alternatives are supported by the Office of Vocational Education.

Technical Colleges: South Carolina's 16 technical colleges provide vocational education serving students on a Statewide basis. However, for purposes of local administration and the selection of members for the Area Commissions, the local administering board for technical colleges, 14 of the 16 institutions serve "fixed" regions. At present, approximately 93 percent of the total population resides within a 30 mile radius of one or more of the technical colleges.

Administration

Comprehensive High Schools and Area Vocational Centers: South Carolina statutes governing the creation and operation of individual and joint vocational education facilities and programs are broadly permissive and have enabled the local education agencies to create a wide diversity of institutional administrative structures and fiscal agencies. While there is some variance within the specific operating characteristics of each type of arrangement, the major administrative structures for secondary institutions are generally characterized by the following three models.

Model I: Area Vocational Centers serving a single school district (whether county or regular school district) may be administered, like any other school district, by the Board of Education of the single district and the superintendent of that district. In such cases, the Board of Education of the administering district serves as the designated fiscal agent for the school system. However, all State and Federal funds are transmitted to the school system through the county treasurer. Such funds are designated as vocational education funds and must be transferred by the county treasurer to the account of the individual vocational education institution or program.

In one instance, a shared-time Area Vocational Center is owned by two counties but is operated by one county under the provisions identified in the above paragraph for a single school district program. In this particular case, the "county of the second part" has paid a pro-rated share for the facility in exchange for a guaranteed number of "slots" in the Area Vocational Center.

Model II: For Area Vocational Centers serving two or more school districts, several administrative structures exist. In most instances, multi-district institutions are administered by a Board composed of members of the Boards of Education of the participating school districts. In some cases, membership on the Board of the joint Area Vocational Centers also includes the superintendents of the participating school districts.

The fiscal agent for multi-county Area Vocational Centers is usually the school district in which the Area Vocational Center is physically located. However, inasmuch as it is the county treasurer, and not the school itself, which receives State and Federal funds the "fiscal agency" of such centers is significant only as a cost center and not as a revenue controlling center. State and Federal funds for the operation of multi-district centers are dispersed through the county treasurers of each of the participating school districts.

Model III: Several of South Carolina's Area Vocational Centers also exist as legally constituted independent school districts which exist for the purpose of operating vocational education on a shared-time basis. However, unlike most States, in which such independent school districts are created by vote of the participating school districts under the provisions of standing legislation, each such school district in South Carolina must be created by a specific act of the legislature. The significance of a creation of a separate district is, however, of importance only in terms of its Board composition since all State and Federal funds to such districts are still provided through the county treasurer. Such districts are administered by an independent, elected Board.

All budgets for school construction and operation are subject to the approval of the County Council and, to this extent, local school districts do not have independent taxing and bonding authority.

Technical Colleges: The technical colleges function under the general policy provisions established by the State Board for Technical and Comprehensive Education. However, each has an "Area Commission" which has responsibility for the administration of each institution. The composition of each Area Commission, and the means by which members are selected (i.e., elected, appointed, etc.) are defined by the charter establishing each institution and varies as a matter of local option. While (as will be discussed in a later section) the operating costs for vocational and technical programs in the technical colleges are borne primarily by the State, each has the authority to raise funds through a local tax levy or through local appropriations, both of which are subject to approval by the County Council(s).

Financing Facilities and Equipment for Vocational Education

Comprehensive High Schools: No provision exists for the direct State participation in the financing of vocational education facilities, in regular high schools. However, the general State aid educational financing provisions of South Carolina, which are designed to support the operating costs of all educational programs, make provision for local educational agencies to use money secured under this State appropriation for capital projects as needed.

Area Vocational Centers and Vocational Wings: Vocational education facilities in Area Vocational Centers and vocational wings in comprehensive high schools are funded through a combination of Federal Vocational Education Act funds, State vocational education funds, and local funds. In the six counties included in the Applachian region, funds are secured under the Appalachian Regional Development Act.

Initially, vocational education facilities construction was funded 50 percent with Vocational Education Act funds, 25 percent State funds, and 25 percent local funds. However, as the demand increased for Vocational Education Act funds to be used to support program operating costs, the Federal share of construction costs was reduced. The last project in which Federal Vocational Education Act funds were used was completed in 1972 and, subsequent to this time, school construction has been funded on the basis of legislation which provides that facility projects may be funded up to 75 percent State and 25 percent local funds. In reality, however, the local funds generally represent a greater share of the cost than required since State funds are not guaranteed but are subject to annual legislative appropriations and State bond issues.

The legislative appropriations bill for school construction identifies specifically the amount of funds which may be expended for equipment and facilities in each project and does not provide for the transfer of funds from one project to another. In submitting a capital appropriations request to the legislature, the Office of Vocational Education assigns priorities to projects by need and, prior to 1977, identified appropriations requests for facilities and equipment as separate requests by priority. However, it is the legislature which makes the final decision on program priorities and the amount of funds authorized for each project. Thus, effectively, the expenditure of State funds for facilities and equipment in each Area Vocational Center and "vocational wings" comprehensive high schools is established by legislation; whereas, the use of Federal funds for construction and equipment acquisition is established by State agency policy.

Capital equipment in Area Vocational Centers and "vocational wings" comprehensive high schools is funded through both State and Federal Vocational Education Act funds provided on an "unmatched" basis. That is, the capital equipment in an individual institution will be funded 100 percent with either State or Federal funds but not with a combination of State and Federal funds. This provision has been adopted to simplify the tracking of Federal funds.

All supplies and materials and consumable capital equipment are financed with local resources only. No State and Federal participation in the funding of such materials and equipment exists.

Technical Colleges: Prior to 1976, facilities for technical colleges were funded with a combination of Federal and local funds. Local funds represented approximately 50 percent of the total facilities cost; the remaining cost was paid from a combination of funds secured from the Appalachian Regional Development Act, the Higher Education Facilities Act, the Economic Development Act, and other general Federal funding sources. Nominal funding is also provided from the Vocational Education Act. In some instances, State general purpose bonds and county issued bonds have also provided funds for facilities and equipment in technical colleges.

In 1976 legislation was enacted to provide for financing the construction costs of technical colleges with the State revenue bonds guaranteed by student tuition. Such bonds will be issued in the name of an individual institution and the projected revenues of that institution (not the "system" as a whole) will be committed to the retirement of bonds for that institution. Since the passage of this legislation, however, no new construction has been undertaken and the provisions of this legislation have not been applied.

Capital equipment in technical colleges is funded 100 percent with State funds secured from special State appropriations. This provision of the acquisition of capital equipment provides for the State ownership of such equipment and enables the Board of Technical and Comprehensive Education to transfer capital equipment from institution to institution as the demand for individual programs changes in the State. This expenditure of State funds for capital equipment is provided on the basis of standing legislation.

Financing Vocational Education
Program Operating Costs

Comprehensive High Schools and Area Vocational Centers: Vocational education in all secondary institutions is funded with a combination of State general and vocational education funds, Vocational Education Act funds, and local funds. Local reimbursement entitlements, including State and Federal Vocational Education Act funds, are determined for each district as a percent of the total cost of approved programs. The reimbursement percentage for each district is determined by formula based on a planned Statewide reimbursement rate (average) of 75 percent. At present, Vocational Education Act funds account for approximately 15 percent of the total cost of vocational programs in secondary institutions.

General State aid for education, which may also be used to support vocational education programs, is computed on the basis of "teaching units," a teaching unit being defined as one teacher per 26 students in average daily membership. The amount (dollar value) of the "teaching unit" reimbursement to the local education agency is based on a Statewide salary schedule and includes allowances for salary, indirect costs, general capital costs, supplies, and materials, etc.

Both State and Federal funds to be expended on vocational education programs in Area Vocational Centers and vocational wings of comprehensive high schools are disbursed through the Office of Vocational Education to the local county treasurer for expenditure by the local school districts or vocational education institution.

While each of South Carolina's Area Vocational Centers is designed to serve students from a fixed service area, students may, on a space available basis and with the approval of the accepting school, attend an Area Vocational Center or vocational program in a comprehensive high school or another district. Under such circumstances, the parents or the school district from which a student attends must reimburse the accepting school in an amount equivalent to the local tax effort.

No provision exists in South Carolina for adult vocational education programs in secondary schools to be supported directly with State funds. However, State funds from the individual school district's education entitlement may be used for the support of such programs. Federal Vocational Education Act funds are used to support the direct costs (i.e., salaries) of such programs. However, local funds pay indirect and overhead costs of the operation of the adult education programs. Adult education programs in secondary schools are usually operated on the basis of registration fees but no tuition fees are charged.

Technical Colleges: The operating costs of educational programs in technical colleges are paid through a combination of State vocational education funds, local funds, and tuition. At present, approximately 73 percent of the total cost of operations in technical colleges is paid from State funds. The State pays the entire cost of instructional programs in technical colleges. Local funds and tuitions are earmarked specifically for the maintenance of the facilities and equipment and for expendable materials and supplies.

Tuition rates are established independently by each institution, although the board has encouraged institutions to establish a uniform (Statewide) tuition rate.

The State appropriation to the operation of each institution is based on the budgetary allocation per annual full-time equivalent (inclusive of summer programs and evening programs, etc.). This allocation is based on a reimbursement formula which makes provision for (a) the differential costs per Full-time equivalent in institutions of different sizes, and (b) program by program differential cost. The actual budget for individual institutions is further defined in terms of the priorities of the programs to be offered.

Adult education programs in postsecondary institutions are entirely self-supporting and receive no funding from State or Federal sources.

For technical colleges, and for Area Vocational Centers serving multiple school districts, the local funds for the support of instructional programs and facilities are based on either (a) a uniform levy assessed throughout the district, or (b) a prorated allocation of costs based on either the distribution of the population within the district or head count enrollments. Specific provisions for the allocation of operating costs are established by local option in the charter establishing the institution or joint program.

42. SOUTH DAKOTA

State Governance of Vocational Education

State Agency(ies) with Vocational Education Responsibilities

All programs of vocational education in the secondary and two-year postsecondary institutions of South Dakota are operated under the authority of the Division of Vocational-Technical Education and administrated by local boards of education. The Division is the administrative arm of the State Board of Vocational and Technical Education, one of three "independent" Boards operating within the Department of Education and Cultural Affairs.

Coordination Between State Agencies

The State Board of Vocational and Technical Education includes one member from the Board of Regents (for higher education), and one member from the Board of Elementary and Secondary Education, a statutory provision which is intended to insure communication between the agencies. This provision provides a vehicle for the exchange of information among agencies, but the Board of Vocational-Technical Education has final authority for program approval and funding for vocational education.

Organizational History

Prior to 1973, the Division of Vocational Education reported to the State Board of Elementary and Secondary Education, which also sat as the State Board of Vocational and Technical Education but administered the Division of Vocational Education as an independent operating entity (i.e., separate from the Division of Elementary and Secondary Education). The separate State Board of Vocational and Technical Education was created by the legislature in 1973 at the time the cabinet level Department of Education and Cultural Affairs was established.

Organization of Vocational Education Delivery System

Institutions and Services*

Institutions: Vocational education in South Dakota is provided in:

- Nineteen (19) comprehensive high schools having facilities for five or more different programs in vocational education;

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*See "Introduction."

- Six (6) multi-district Vocational Centers serving secondary school students on a shared-time basis; and
- Five (5) Vocational-Technical Schools.

South Dakota has no system of community/junior colleges or technical institutions, although two-year associate degrees in vocational education are offered in several of the colleges and universities. Vocational education programs in the State's colleges and universities are, however, under the sole authority of the Board of Regents and receive no funding from the Division of Vocational-Technical Education.

South Dakota also has a "regionalized" system for secondary vocational education delivery using mobile laboratory facilities in trailers which are moved on a semester basis between the high school sites of participating school districts. At present, one such regional mobile program is in use. This "facility" functions as a multi-district vocational education center for secondary vocational education.

Services: Secondary school students are served primarily by comprehensive high schools and multi-district Vocational Centers. Three of the five postsecondary Vocational-Technical Schools also offer vocational education programs on a shared-time basis to secondary school students, although on a different schedule from the schedule on which full-time postsecondary vocational technical programs are offered. Both the secondary multi-district Vocational Centers and postsecondary Vocational Technical Schools offer programs in adult education.

By State statute, no programs or institutions administered under the Board of Vocational and Technical Education have authority to offer associate degrees. Therefore, postsecondary programs offered in the postsecondary Vocational-Technical Schools are limited to certificate and diploma programs.

At present, there is not a State Board approved program of articulation of vocational education programs between secondary and postsecondary institutions. However, any student has an opportunity to "test out" any portion of an instructional program at the postsecondary level.

Regionalization and Coverage

Comprehensive High Schools and Multi-District Vocational Centers: Enabling legislation for the creation of secondary multi-district Vocational Centers was not enacted until 1973 and it has only been subsequent to this time that the State's system of Vocational Centers has been developed. At present, 25 of South Dakota's 196 school districts are participating members of secondary multi-district Vocational Centers.

Approximately 75 percent of all secondary school districts offer some programs of vocational-technical education.

Vocational-Technical Schools: Enabling legislation for the creation of a system of postsecondary Vocational-Technical Schools supported by an area-wide tax base and operated by one school district was originally enacted in 1965. However, companion legislation providing for an area-wide levy to support postsecondary institutions was not passed.

Based on the enabling legislation of 1965, postsecondary Vocational-Technical Schools have been created by individual school districts as "local" institutions. While each of these institutions has a primary service attendance region, all are open to students Statewide.

In 1974, new legislation was enacted which repealed the 1965 legislation providing for the creation of postsecondary Vocational-Technical Schools and no further postsecondary Vocational-Technical Schools may be implemented without new enabling legislation. Therefore, only the multi-district secondary Vocational Centers now provide regionalized programs for vocational education.

General: In addition to South Dakota's regional system of vocational education institutions, the State is now divided into ten general purpose planning regions, i.e., manpower and economic planning, etc. Initially, only six such regions existed and the boundaries of these six regions established the initial "regions" within which the enabling legislation mandated the creation of postsecondary Vocational-Technical schools.

Administration

Comprehensive High Schools and Multi-District Vocational Centers: South Dakota's system of secondary multi-district Vocational Centers has been developed through local initiative based on provisions in the enabling legislation. Each secondary multi-district Vocational Center is administered by an area board composed of representatives of each of the participating secondary school districts. Normally the representation of each school district on the area board is based on the student population of each district.

Each secondary multi-district Vocational Center may be an independent fiscal agent for purposes of receiving State and Federal funds; however, Centers have the authority to designate one of the participating school districts to be the fiscal agent for the Center. Secondary multi-districts of Vocational Centers have no independent taxing or bonding authority but are supported jointly by the participating school districts according to procedures described in later sections.

Vocational-Technical Schools: Postsecondary Vocational-Technical Schools are each administered independently by a regular (K-12) school district board which serves as a fiscal agent for the institution. However, while K-12 districts may provide funds for facilities and equipment in these institutions there is no provision under South Dakota law for K-12 school systems to raise taxes for the operation of postsecondary education programs. Since each postsecondary Vocational-Technical School serves students on a Statewide basis, and all program and budgetary decisions are (effectively) made by the Division of

Vocational-Technical Education, which also sets tuition, South Dakota's system of postsecondary Vocational-Technical Schools is essentially a locally administered, State controlled system of vocational-technical education.

Financing Facilities and Equipment for Vocational Education

Comprehensive High Schools and Multi-District Vocational Centers: All facilities for vocational education in secondary schools and secondary multi-district Vocational Centers are funded 100 percent with local funds.

Capital equipment and supplies in high schools and secondary multi-district Vocational Centers are funded from a combination of State, Federal and local funds based on the reimbursement formula as outlined in the State Plan.

Vocational-Technical Schools: Facilities for postsecondary Vocational-Technical Schools are funded with the combination of local, State and Vocational Education Act funds. Funds from these sources are provided on a formula basis.

While State legislation makes no provision for local funds to be used in the operation of postsecondary institutions, no such restriction exists on the expenditure of local funds for construction, and regular (K-12) school districts may bond for the construction of postsecondary vocational education facilities. State funds used in the acquisition of equipment of postsecondary facilities are secured on an annual basis from State general revenues and no bonding is required.

Financing Vocational Education Program Operating Costs

Comprehensive High Schools and Multi-District Vocational Centers: Vocational education programs in comprehensive high schools and secondary multi-district Vocational Centers receive State and Federal funding support for instructional salaries based on the funding formula described in the State Plan.

While administrative costs of vocational education programs in secondary institutions may also be supported in part with State and Federal funds, administration is generally funded only in secondary multi-district Vocational Centers.

State and Federal funds for vocational guidance are provided only in multi-district Vocational Centers inasmuch as the guidance personnel of the comprehensive high schools are expected to provide the necessary guidance support for vocational education programs.

State and Federal vocational education funds account for between 25 and 45 percent of the operating costs of instructional programs in vocational education in regular high schools and secondary multi-district Vocational Centers. The remaining share of the instructional costs and all costs associated with the operation of vocational facilities (i.e., facility maintenance, etc.) are paid by local education agencies.

For multi-district Vocational Centers, all operating costs are shared by participating school districts on the basis of the prorated portion of the total operating cost not reimbursed by State and Federal funds.

South Dakota makes no provision for the direct reimbursement to the participating high schools of costs associated with their participation in the multi-district Vocational Center. However, students enrolled in vocational programs at the multi-district Vocational Center are counted by the individual high schools in their computations for general State aid to education and, to this extent, additional State (general) education funds are used to provide some indirect support to vocational education programs.

Vocational-Technical Schools: As previously indicated, no provision exists for the direct local support of educational programs at the postsecondary level. Therefore, in Vocational-Technical Schools, the entire cost of the educational program is funded with a combination of State and Federal vocational education funds and local non-tax funds. At present, approximately one-third of the total cost of operating the Vocational-Technical Schools is represented by local non-tax funds, which are paid to and retained by the individual institution. The remaining two-thirds of the program operating costs are paid from a combination of State and Vocational Education Act funds.

Since the Vocational-Technical School system operates as a Statewide system, the formula funding provisions which have been developed for the allocation of Federal funds to the operation of local vocational education programs in secondary institutions apply only in part to the operation of the Vocational-Technical Schools. The State and Federal shares of the operating costs of Vocational-Technical Schools vary from year to year depending on the availability of funds.

In funding Vocational-Technical School programs, the Division of Vocational-Technical Education first allocates Vocational Education Act funds to the maximum amount feasible and then uses State funds to make up the difference between the Federal participation and the 66-2/3 percent target for State and Federal combined support.

43. TENNESSEE

State Governance of Vocational Education

State Agency(ies) with Vocational Education Responsibilities

Vocational education in Tennessee's comprehensive high schools, area vocational-technical centers, and technical institutes is administered by the Division of Vocational and Technical Education in the State Department of Education. Vocational education programs in the State's community colleges are operated under the authority of the Board of Regents and under the provisions of contracts with the Division of Vocational and Technical Education.

Final authority for all program approval and funding rests with the State Board of Education which serves as the State Board for Vocational Education.

Coordination Between State Agencies

Coordination between institutions in Tennessee's vocational-technical education system is achieved through a coordinating committee made up of representatives from the area vocational-technical schools, community colleges and technical institutes. This committee has responsibility for the promotion of a coordinated system of vocational education, the development of programs of articulation, and the avoidance of program duplication.

Organizational History

No major organizational changes have occurred in the structure of Tennessee's vocational education governance system since the passage of the Vocational Education Act of 1963.

Organization of Vocational Education Delivery System

Institutions and Services*

Institutions: Vocational education in Tennessee is provided in:

- Approximately one-hundred and thirty (130)* comprehensive high schools having facilities for five or more different programs in vocational education;
- Fifty (50) vocational centers;

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*See "Introduction."

- Thirty (30) (postsecondary) Area Vocational-Technical Schools;
- Four (4) technical institutes; and
- Ten (10) community colleges.

High schools, as well as vocational centers, offer shared-time programs of instruction in vocational education to students from single and multiple school districts.

Tennessee also has 11 mobile units which offer vocational education on a "rotating" basis throughout the State.

Services: High schools and secondary vocational centers provide vocational education to high school students and adults but do not formally offer any postsecondary programs of vocational education.

The State system of Area Vocational-Technical Schools has been developed primarily to offer programs in technology, trade, and industry and to complement the offerings of general vocational education programs available in the high schools of the individual regions served by each of the Area Vocational-Technical Schools.

While the Area Vocational-Technical Schools and technical institutes both offer programs in technical education, the instructional programs in these institutions differ in that, (a) the Area Vocational-Technical Schools award certificates, whereas the technical institutes award both certificates and associate degrees; and, (b) the Area Vocational-Technical Schools operate on an open-entry open-exit program, whereas the technical institutes operate a more structured program designed around a higher education model of credits and specific program requirements. These two vocational education delivery systems have a broadly articulated program by which the technical institutes award credit for the completion of "comparable" instructional programs in the area vocational-technical schools. The articulation between the Area Vocational-Technical Schools/technical institute system and the community college programs is, however, less formal and is limited to a local option on the part of the community college.

As in most States with a dual postsecondary vocational education system, the technical institutes and community colleges differ in that the technical institutes emphasize job placement whereas the community colleges emphasize transfer programs.

The community colleges and technical institutes, while both degree granting postsecondary institutions, differ in their relationship to the State system of higher education in that credit for courses completed at the community colleges, as an institution administered under the Board of Trustees for Higher Education, is more readily accepted by the State's colleges and universities as a transfer institution, while students graduating from the technical institutes are not assured of receiving credit in their transfer to higher education.

Regionalization and Coverage

Comprehensive High Schools and Vocational Centers: Tennessee's high schools provide vocational education on a full-time and shared-time basis to students from single school districts. Approximately 23 of Tennessee's 130 high school districts are served by one or more comprehensive high schools having facilities for five or more different programs in vocational education.

Vocational centers provide shared-time programs of vocational education on a "service region" basis and serve secondary school students from approximately 64 of Tennessee's 130 high school districts.

Area Vocational-Technical Schools: For purposes of postsecondary vocational and technical education, Tennessee is served by 30 "regional" area vocational-technical schools which are intended to provide postsecondary and vocational education to students from throughout the State. These area vocational-technical schools are State institutions but have generally defined "service areas," usually a county, and are so located as to ensure that one institution would be available within 30 miles of all students, and thus ensure that all students would have access to vocational education within a "reasonable" travel time and distance.

Technical Institutes: Tennessee's four (4) technical institutes serve students on a Statewide basis but have primary responsibility within each of three (3) "Grand Divisions" of the State: East, Middle, and West.

General: In addition, the State of Tennessee is divided into nine planning districts developed for the purposes of general State planning. Each of these districts serves as a district office of the State Department of Education and Division of Vocational Education. Within each, the Division of Vocational Education maintains a field staff whose function it is to provide technical assistance and planning serices to local vocational education agencies within the region served by each.

Administration

Comprehensive High Schools: Vocational education offered in each of the State's comprehensive high schools is under the independent administration of the board of education of local school districts. Tennessee makes no provision for the creation of joint, inter-district, vocational education programs involving the interdistrict exchange of students at the secondary level.

Vocational Centers: Vocational centers are State owned but operated by a board composed of representatives of each of the local school boards of the school districts served by each center. While, as State owned institutions, these center service regions do not constitute legal districts for purposes of local program fiscal support, each school does have a defined service region for purposes of administration and the joint participation of representatives of the school districts served by each.

Within this structure one of the participating school districts serves as fiscal agent for the center for the receipt of operating funds.

Area Vocational-Technical Schools: Area Vocational-Technical Schools are State operated under the governance of the State Board for Vocational Education. They are an integral part of the Division of Vocational Education.

Technical Institutes and Community Colleges: The three technical institutes of the State of Tennessee operate as autonomous educational institutions having their own administrative structures and reporting, relatively independently and with no mechanism for formal coordination, to the State Board of Education. Inasmuch as these institutions have been established as Statewide institutions, they do not have a local constituency in the sense generally attributed to community colleges. They do have local advisory boards and other vehicles for the receipt of input from the communities they serve. As State institutions, these technical institutes have no local fiscal base.

Financing Facilities and Equipment for Vocational Education

At the present time, all facilities in Tennessee are funded 100 percent with State funds secured through a 1973 legislative authorization of approximately $200 million for the expansion of the State's vocational education system. These State funds are used for the construction of vocational facilities in comprehensive high schools, Area Vocational-Technical Centers and technical institutes.

Prior to 1973, the construction of vocational education facilities and acquisition of equipment for vocational education programs were financed through local funds and Appalachian Regional Commission funds which were used to match local funds on a variable basis in the eastern counties of Tennessee included in the Appalachian Regional Commission. In addition, area vocational-technical schools, technical institutes and community colleges have in the past used Higher Education Facilities Act funds and Economic Development Act funds; the area vocational-technical schools have used the limited amount of Vocational Education Act funds to supplement local funds for the Appalachian Regional Commission match.

The State funds now used for the construction of vocational facilities may be used for facilities and ancillary spaces used for the vocational education programs only and for capital equipment in vocational programs. Tennessee has no provision for the direct support of construction and equipment acquisition costs for general education facilities. However, the State reimbursement program for operating costs (discussed in a following section) includes a capital outlay and reimbursement provision which provides for the indirect support of construction and capital costs with State funds. In all construction projects land and fees are paid from local funds.

Financing Vocational Education
Program Operating Costs

Comprehensive High Schools and Vocational Centers: Prior to 1977, both general and vocational education costs in high schools were paid on the basis of a factor funding formula based on teacher's salaries and the student:teacher ratio in individual instructional programs. Costs in excess of those provided by this formula are paid with local funds. Vocational education program support was approximately 90 percent from State funds and 10 percent from local funds with a nominal contribution from Vocational Education Act funds.

In 1977, Tennessee introduced a revised funding formula which provided for the reimbursement of both general and vocational education costs in the high schools at differential rates computed on the basis of individual programs. Under the provision of this legislation, the basic instructional cost is based on the cost per student in grades 4 through 6; regular academic programs at the high school level (grades 10 through 12) are reimbursed at the rate of 1.3 times the base rate while programs of instruction in vocational education are reimbursed at the differential rates presented in the table below.

Agriculture	2.62 x base unit
Consumer/Homemaking	2.10 x base unit
Health Occupations	2.10 x base unit
Track & Industrial	2.48 x base unit
T & I (related)	1.84 x base unit
Office	2.04 x base unit
Distributive Education	2.04 x base unit

The value of the base cost unit is determined by the annual legislative appropriation divided by the product of the "State training and experience factual" (salary schedule) and weighted full-time equivalent wage daily attendance.

Vocational education programs operated on an extended day or summer session for secondary school students are funded with local or Federal funds, since the State funding formula makes no provision for such programs.

Area Vocational-Technical Schools: Vocational education programs in Area Vocational-Technical Schools are supported with State funds and funds from the Vocational Education Act with State funds accounting for approximately 80 percent of the operating costs of those institutions. (Approximately 25 percent of the State's Vocational Education Act entitlement is expended in area vocational-technical schools.) Vocational Education Act funds are allocated by formula to each of Tennessee's nine planning districts and, within the planning districts are allocated to institutions on the basis of: (a) student credit hours for programs offered in technical institutes and community colleges and (b) a prorated cost of total program operation costs for programs in area vocational-technical schools.

Community Colleges and Technical Institutes: Vocational education in community colleges and technical institutes is funded from three sources with distributions as follows:

	State	Federal	Tuition
Technical Institute	78%	9.5%	12.5%
Community College	85%	9.4%	5.6%

Approximately 9.2% of the State's Vocational Education Act entitlement is expended in the two forementioned institutions. The variance in Federal funds allocated between the Area Vocational-Technical Schools, technical institutes, and community colleges is due to the source and amount of State funds for each delivery system.

Tuition charged by the technical institutes and community colleges is a uniform tuition Statewide within each institutional system but differs for the two systems, i.e., technical institutes and community colleges charge different tuition rates. The difference in tuition rates is based on the different sources of funds available for the support of individual instructional programs.

In community colleges and technical institutes the institutional operating budget is determined primarily on the basis of direct operating costs, although the legislative appropriations requested for the operation in those institutions are based on a combination of factors including course units, the numbers of full-time and part-time students, etc. The actual operating budget for community colleges and technical institutes is essentially a negotiated legislative appropriation based on the budget requested by the institution less the allocation of Federal funds to the operation of vocational education programs. Vocational Education Act funds used to pay the added cost of vocational education programs in community colleges are limited to programs approved by the Division of Vocational and Technical Education.

Adult education programs are funded with Vocational Education Act funds only in Area Vocational-Technical Schools and technical institutes.

44. TEXAS

State Governance of Vocational Education

State Agency(ies) with Vocational Education Responsibilities

All vocational education in Texas is controlled by the Department of Occupational Education and Technology in the Texas Education Agency. The Texas Education Agency reports to the State Board of Education which serves as the State Board for Vocational Education.

Texas State Technical Institute, which has its own Board of Regents and operates as a quasi-independent educational system, is administratively under the Texas Education Agency and the Department of Occupational Education and Technology.

Vocational education programs offered in community/junior colleges and other institutions of higher education are coordinated through the Coordinating Board:Texas College and University System, which is the governing board for higher education.

Coordination Between State Agencies

Since all vocational education programs are under the authority of the Department of Occupational Education and Technology, there is little formal program for the coordination of the development of vocational education systems in secondary and postsecondary schools. However, in order to avoid duplication of programs between the community colleges and Texas State Technical Institute, the Board of Regents of Texas State Technical Institute has established a policy whereby the community college located in any county where a campus of Texas State Technical Institute is located must "sign-off" before Texas State Technical Institute initiates new programs serving students of that county.

Organizational History

No significant changes in the organizational structure for State administration of vocational education have occurred since the passage of the Vocational Education Act of 1963.

Organization of Vocational Education Delivery System

Institutions and Services*

Institutions: Vocational education in Texas is provided in:

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*See "Introduction."

- Approximately two hundred and fifty (250) comprehensive high schools having facilities for five or more different program areas in vocational education;
- One hundred fifty-two (152) area vocational schools -- 110 of which are operated in regular high schools (included above) and 42 of which operate in separate facilities (community/junior colleges, senior colleges, and technical institutes);
- Forty-seven (47) community (junior) colleges (with 56 campuses); and
- Texas State Technical Institute (with four campuses).

Services: Texas' public secondary schools and area vocational schools offer secondary and adult programs in vocational education but offer no postsecondary programs of vocational education.

Postsecondary degree and certificate programs are offered in the community/junior colleges, in the Texas State Technical Institute, and in certain senior colleges.

Community/junior colleges offer limited programs of part-time vocational education to high school students on a contract basis, and provision exists for high school students to enroll simultaneously in both their high schools and community colleges.

Texas has no Statewide program of articulation but individual institutions do provide for the award of advanced placement credit to students taking vocational education in secondary schools.

The two-year programs offered in Texas's community/junior colleges and the Texas State Technical Institute System differ in that the community/junior colleges offer both general academic and vocational education programs and have a transfer program to institutions of higher education while the Texas State Technical Institute System offers few, if any, academic courses. Texas State Technical Institute also has no formal provisions for the transfer of credit to higher education institutions. Further, the Texas State Technical Institute System operates on a flexible open-entry open-exit program whereas admission to the community colleges is by application.

Regionalization and Coverage

Comprehensive High Schools and Area Vocational Schools: At the secondary level, Texas's 110 area vocational schools, which are operated by regular school districts and serve students on a "regional" basis through cooperative arrangements with surrounding high schools, provide vocational education on a shared-time basis to students from 72 high schools in 32 school districts.

Comprehensive high schools (having facilities for five or more vocational education programs) and area vocational schools together make comprehensive vocational education programs available to approximately 35.6% percent of the State's secondary school students.

Community Colleges: Texas's 47 locally administered community college districts are each intended to provide primary services within their sponsoring district and do not operate as part of a regionalized system of postsecondary education -- although all enroll students from outside their districts. While only approximately 15 percent of the State's geographic area is located in areas which are included in these community college districts, the 56 campuses of these institutions make vocational education programs at the postsecondary level available, within the 50 mile radius of individual institutions, to approximately 90 to 95 percent of the State's population.

The community college system has also established eight regional councils (covering the State) to coordinate both vocational and general education offerings with institutions outside the community college system, including the private sector.

Texas State Technical Institute: Texas State Technical Institute is operated as a State institution and admission is open to students throughout the State.

Administration

Comprehensive High Schools: Vocational education programs in comprehensive high schools are administered solely by the boards of education of regular high school districts, each of which has independent taxing and bonding authority.

Area Vocational Schools: Area vocational schools exist as independent school districts but are administered as one of the participating school districts which serves as a governing authority and fiscal agent. Area vocational schools have independent taxing and bonding authority.

Community Colleges: Forty-four (44) of the 47 community college districts in Texas are administered as independent school systems by a local board of regents. Forty-two (42) of these districts have independent taxing and bonding authority within the geographic boundaries of the school district, while two receive all funds for program operation from State appropriations and fees and have no taxing or bonding authority.

Three of Texas's community colleges (El Paso, Austin, and Houston) are administered by the boards of education of local education agencies and have the taxing and bonding authority of a regular local education agency.

Texas State Technical Institute: The Texas State Technical Institute is independent, State owned and operated by an educational system administered by its own Board of Regents under the authority of the Texas Education Agency. This system is fully State funded and has no independent local taxing and bonding authority.

Financing Facilities and Equipment for Vocational Education

Comprehensive High Schools and Area Vocational Schools: Construction costs for all general and vocational facilities and secondary schools, regular high schools and area vocational schools, are now funded 100 percent with local funds. Prior to 1976, however, area vocational school construction projects were funded 50 percent with local funds and 50 percent from Vocational Education Act funds allocated to individual schools by formula. This practice was terminated by the State due to the limited availability of Federal funds.

State and Federal funds for equipment and vocational programs in secondary schools are allocated on the basis of a formula based on local need. Statewide, equipment for the vocational education programs in comprehensive high schools, and area vocational schools is funded approximately 15 percent with funds from the Vocational Education Act and the remainder from State (20%) and local (65%) sources. However, provisions exist for State and Federal funds to support up to 100 percent of the cost of equipment for programs serving the disadvantaged and the handicapped.

Community Colleges: Facilities for community colleges are presently 100 percent locally funded. However, prior to 1972, community college construction was funded on a matching basis with State and local funds, and some community colleges have received Federal funds.

Federal funds account for approximately 15 percent of the total cost of vocational education equipment in community colleges, State funds for 50-55 percent, and local funds accounted for the remaining costs.

Texas State Technical Institute: Facilities construction and equipment acquisition for vocational education programs in the Texas State Technical Institute are all funded 100 percent with State appropriations.

Financing Vocational Education Program Operating Costs

Comprehensive High Schools and Area Vocational Schools: Vocational education programs in secondary schools are funded with State general and vocational education funds, Vocational Education Act funds, and local funds. Approximately 50 percent of the cost of vocational education programs in secondary schools is funded from State sources, 20 percent from Federal sources and 30 percent from local sources. General State aid to education is determined as the difference between the Foundation Program of each district (computed on the basis of over a dozen different cost factors) and the amount of funds secured locally through a 30 mill assessment on the priority in each district.

State vocational education funds and Federal funds* for vocational education in secondary schools are allocated in accordance with the formula described in a State Plan and are based on authorized teaching units in vocational education which are reimbursed based on computed percentage of the teaching unit rate established under the State Foundation School Program.

Community Colleges: Vocational education programs in community colleges are funded with 60 to 65 percent Federal Vocational Education Act funds and State education funds*, and 35 to 40 percent from local funds and tuition. No State vocational education funds are expended for vocational education programs in the community colleges.

Texas State Technical Institute: Vocational education programs in the Texas State Technical Institute system are funded approximately 90 percent with Federal Vocational Education Act funds and State funds* and 10 percent from tuition.

For all postsecondary education programs, institutional entitlements are determined based on generated contact hours (by program) and the added cost rate which has been determined for each program based on a Statewide cost study.

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*State and Federal funds are both allocated by the Texas legislature based on different formulas and rates (established by the legislature) which apply to different classes of expenditure. Overall State and Federal reimbursement rates and level of participation in program funding are determined as a function of Federal appropriations.

45. UTAH

State Governance of Vocational Education

State Agency(ies) with Vocational Education Responsibilities

All secondary and postsecondary programs of vocational education in Utah are the responsibility of the Division of Vocational and Adult Education in the State Department of Public Instruction. The State Department of Public Instruction reports to an elected State Board of Education, which serves as the State Board for Vocational Education. The Board-appointed Superintendent of Public Instruction is executive officer of the State Board.

Utah also has a Board of Regents (for higher education) which has authority over postsecondary institutions. The State Board of Education, to which the State Board of Regents is, by statute, subordinate, is constitutionally responsible for all education in secondary and postsecondary institutions. However, programs offered in institutions of higher education operating under the State Board of Regents are independent of direct control by the State Board of Education, although programs receiving Federal funds are controlled by the State Board for Vocational Education.

Coordination Between State Agencies

Coordination of vocational education programs offered in institutions reporting to the State Board of Regents and the Division of Vocational and Adult Education are coordinated through a formal process of joint review. In addition, the Chief State School Officer and Commissioner of Higher Education meet on a monthly basis to discuss coordination between the two agencies.

Organizational History

Prior to 1976, the Division of Vocational and Adult Education was known as the Division of Vocational-Technical Education Services. Programs of adult education and manpower development were added to the responsibilities of the Division of Vocational Education in 1976. This action was taken by the State Superintendent of Public Instruction and the State Board of Education to bring about a better coordination between vocational education and manpower development.

Organization of Vocational Education Delivery System

Institutions and Services*

Institutions: Vocational education in Utah is provided in:

- Eighty-eight (88) comprehensive high schools having facilities for five or more different programs in vocational education;
- Three (3) two-year colleges;
- Three (3) (District) Area Vocational Centers serving secondary students and adults from single school districts;
- Three (3) Area Vocational Centers serving secondary students and adults on a multi-district basis;
- Two (2) technical colleges; and
- Two (2) skill centers, one operated by a technical college and one operated by a four-year college;

In addition to secondary level vocational education programs in the high schools and (District) Area Vocational Centers, Utah's technical colleges and junior colleges also provide vocational education services to high school students through contracts with local school districts.

Services: All institutions operating programs of vocational education offer adult vocational education programs.

The two-year technical colleges, junior colleges, and universities offer post-secondary certificates and only the two-year junior colleges and colleges and universities offer Associate of Arts/Sciences degrees in vocational education at the postsecondary level. The two-year technical colleges may award the degree of "Associate in Applied Science" for their postsecondary vocational-technical education programs.

All but one of the postsecondary institutions, Brigerland Area Vocational Center, have their own facilities. Brigerland Area Vocational Center is housed on the campus of Utah State University but also uses facilities in the high schools of three school districts.

Utah's technical colleges were begun as State operated area vocational schools in 1947 and became "colleges" in 1969. By law, these institutions must offer at least 75 percent vocational education programs.

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*See "Introduction."

Utah is in the process of implementing a comprehensive articulation program in vocational education based on State Vocational Education Curriculum Guides which are intended to promote the articulation of vocational education programs at the secondary and postsecondary levels in all institutions through the State.

Only the technical colleges and two-year junior colleges have transfer components of their vocational education programs. Vocational education in the Area Vocational Centers offers only terminal programs and no provision exists for the transfer of vocational-technical education program credit to institutions of higher education, either the technical colleges, junior colleges, or four-year colleges and universities.

Regionalization and Coverage

Comprehensive High Schools and (District) Area Vocational Centers: Vocational education in secondary schools and in the three (District) Area Vocational Centers operated by regular school districts provides vocational education only to students within the regular school district served by each. Utah has no provision for area or regional vocational education services at the secondary level, although within school districts a vocational education program in any high school is available to students from other high schools within the districts (but not to high schools in other districts).

Area Vocational Centers: Utah's Area Vocational Centers, which have been established by local initiative based on enabling legislation passed in 1971, provide vocational education on a "regional" basis serving students from 12 of Utah's 40 secondary school districts. Secondary program enrollment in these institutions is limited to residents of the sponsoring districts, although adult programs in these institutions serve students from both in and outside the sponsoring districts.

Technical Colleges: One of the two-year technical colleges in Utah provided "regional" service to secondary school districts until 1975 when the demand for postsecondary programs became sufficient to require that the services to secondary school students be discontinued.

The institutions reporting to the State Board of Regents also provide "regional" vocational education programs at the secondary level to the high school students from the six regular school districts where each is located, but are open to postsecondary students on a Statewide basis.

Administration

Comprehensive High Schools and (District) Area Vocational Centers: Vocational education programs in comprehensive high schools and in (District) Area Vocational Centers are each operated by regular school boards, all of which have taxing and bonding authority.

Area Vocational Centers: The three Area Vocational Centers not administered by local school districts are operated under the direct authority of the State Board for Vocational Education but are administered by a "multi-district board" whose representation consists of school board members of the regular school districts served by the Area Vocational Center. The State Board for Vocational Education serves for the fiscal agent for these institutions. Individual institutions have no taxing or bonding authority.

Junior Colleges: Junior colleges and vocational education programs in the colleges and universities are all administered under the authority of the State Board of Regents. Junior colleges and the vocational education programs administered by the four-year colleges and universities also each have an institutional council which has a quasi-advisory/administrative responsibility.

Technical Colleges: Technical colleges have no local administrative or advisory body, such as the institutional councils of other postsecondary institutions, but are administered directly by the State Board for Vocational Education. For the coordination of the technical colleges, an associate superintendent appointed by the Chief State School Officer serves as liaison for the Board of Education to the Board of Regents regarding the administration and operation of these institutions.

Financing Facilities and Equipment for Vocational Education

Comprehensive High Schools: Facilities and initial capital equipment for vocational education programs in comprehensive high schools are funded 100 percent with local funds. However, the replacement of capital equipment in these schools is indirectly supported with general State revenues provided to the local education agency through the pupil unit reimbursement formula described in the following section.

Federal funds were, at one time, used for the acquisition of equipment for vocational education programs administered by regular school districts. However, this practice was terminated in 1970 due to the limited availability of funds and the "overly complicated and encumbersome" accounting problems associated with the expenditure of Federal funds for equipment.

Area Vocational Centers: Prior to 1975, all facilities and equipment for Area Vocational Centers were financed with funds from the Vocational Education Act, Four Corners Regional Commission, and local revenues with approximately one-third of the construction funds for these institutions coming from each source. In 1971, the State legislature appropriated $5 million for the construction of two Area Vocational Centers. No Federal or local funds are now used for the construction of these institutions.

Equipment for Area Vocational Centers not operated by local school districts is funded 100 percent with State general and vocational education funds secured through special legislative appropriations.

Technical Colleges, Junior Colleges, Universities: Facilities and equipment for vocational education in technical colleges, junior colleges, and other postsecondary institutions are funded approximately 100 percent with State funds appropriated by the legislature from general revenues. State bond funds are not used for the construction or acquisition of equipment for vocational education schools.

Financing Vocational Education
Program Operating Costs

Secondary Schools and (District) Area Vocational Centers: Vocational education programs in secondary schools and (District) Area Vocational Centers are funded 10 to 15 percent with Vocational Education Act funds and the remaining 85 to 90 percent from local funds and, as appropriate, State general education funds derived from a Statewide equalization and minimum foundation program. Under this program, local education agencies are required to tax at the rate of 28 mills and are guaranteed a support of $732 per student (1977) for general education programs. If a local tax base is insufficient to provide this revenue the difference is made up from State funds. However, if a local tax base is sufficient to generate more than this amount from its mandated 28 mill levy, the excess funds are transferred to the State Uniform School Fund for the support of educational programs in local education agencies having a lower tax base. (Local education agencies may, however, levy taxes in excess of 28 mills for capital projects.)

State vocational education funds are allocated to high schools and (District) Area Vocational Centers based on weighted pupil units based on average daily attendance and average daily membership and weighting factors assigned to various programs for vocational education. For grades 11 and 12 weighted pupil units are based on ADA/ADM times 0.5 with the product multiplied by the following program weighting factors.

Agriculture	1.20
Business	0.70
Distributive Education	0.50
Home Economics	0.30
Technical and Industrial	1.40

High school students who attend Area Vocational Centers for vocational education are counted as full-time enrollees by the high school.

Vocational Education Act funds are allocated to local education agencies on the basis of a formula entitlement against which local applications are submitted.

Area Vocational Centers: Postsecondary vocational education programs in Area Vocational Centers are supported approximately 25 percent with Vocational Education Act funds and approximately 75 percent with State vocational education funds. Local funds are also used for secondary level vocational education programs in Area Vocational Centers. Local funds used to support secondary level vocational education in Area Vocational Centers are secured through contracts with local boards of education.

Technical Colleges, Junior Colleges and Universities: Vocational education programs offered in the State's technical colleges, junior colleges, and universities are supported approximately 6 percent with Vocational Education Act funds plus State general revenues (which account for approximately 80 percent of the operating costs) appropriated for the higher education systems by the legislature, and tuition, 14 percent.

Federal Vocational Education Act funds are allocated to postsecondary institutions based on full-time equivalent students, a full-time equivalent student being defined as (a) one student enrolled for 45 credit hours per year or (b) 180 days at 6 hours per day. The allocation per full-time equivalent is determined by dividing the amount of Part B funds allocated to postsecondary programs by the total number of full-time equivalents generated Statewide.

46. VERMONT

State Governance of Vocational Education

State Agency(ies) with Vocational Education Responsibilities

Vocational education in the secondary schools of Vermont is the responsibility of the Division of Vocational Education in the State Department of Education. The State Department of Education is under the authority of the State Board of Education which also serves as the State Board of Vocational Education.

Vocational education at the postsecondary level is offered in the Vermont Technical College which is governed by the trustees of the State college system.

Coordination Between State Agencies

No formal provision exists for the coordination of the vocational education planning and development activities of the Division of Vocational Education and the Vermont Technical College and other State Colleges that might offer associate degree programs in vocational education.

Organizational History

Since the passage of the Vocational Education Act of 1963 there have been no major changes affecting the reporting and administrative structure for vocational education.

Organization of Vocational Education Delivery System

Institutions and Services*

Institutions: Vocational education in Vermont is provided in:

- Fifteen (15) shared-time high school/area vocational centers located on the campuses of major high schools within each of Vermont's 16 vocational education regions; and

- Vermont Technical College.

Vermont also has sixty-one (61) satellite schools -- "comprehensive" high schools participating in the vocational school regions; and three (3) institutions offering practical nursing programs under the administration of the State Department of Education.

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*See "Introduction."

Services: Vermont's high school/area vocational centers all offer vocational education to secondary students and adults, but offer no programs of vocational education at the postsecondary level. Programs in "technical" education are offered only at the Vermont Technical College.

Secondary school students in Vermont have the opportunity to attend any area vocational center (and associated "host" high school) for any program of instruction not offered in their own high school or in the area vocational center serving their home school district. Vermont's vocational education system has been developed so as to avoid unnecessary duplication of sources, so some area centers offer "one of a kind" courses intended to serve students on a Statewide basis.

Vermont and New Hampshire have also developed an agreement under which students from one of New Hampshire's vocational education districts are served by one of Vermont's area schools while Vermont students will be served by one of the New Hampshire area schools when it is complete.

Vermont does not have any programs of secondary/postsecondary articulation and no provision exists for the advanced placement or the award of credit at the Vermont Technical College for the completion of a program of vocational education at the secondary level.

Regionalization and Coverage

High School/Area Vocational Centers: In accordance with the master plan for vocational education developed in 1964, Vermont has been divided into 16 vocational education regions. Each of the regions is served, or will be served, by a shared-time vocational school located so as to provide comprehensive programs of vocational education within an estimated 15 mile radius of any high school throughout the State of Vermont.

Fifty-nine of Vermont's 61 high school districts are included in operational area vocational center programs. Approximately 54 percent of the juniors and seniors in Vermont's high schools are presently enrolled in some programs of vocational education.

Vermont Technical College: Vermont Technical College serves students on a Statewide basis.

Administration

High School/Area Vocational Centers: Each of Vermont's area vocational centers has been located on the campus of an existing high school thus creating a comprehensive secondary school complex. The (shared-time) area vocational center is administered by the "host" school district which has sole fiscal and administrative responsibility for the vocational program offered on its site.

Each vocational region has an "administrative advisory committee" composed of the superintendent, principals, and guidance director of the high schools and school districts served by the area vocational center, plus one board member from each of the districts served and the vocational director of the area vocational center. These committees are, however, advisory only and have no administrative authority over the educational programs themselves.

Vermont Technical College: The Vermont Technical College, Vermont's only two-year postsecondary institution offering technical education, is operated as an independent institution serving students from throughout the State of Vermont and reporting solely to the Board of Trustees of the State Colleges. Vermont Technical College is a State financed institution having no local fiscal base.

Financing Facilities and Equipment for Vocational Education

High School/Area Vocational Centers: Facilities and equipment for vocational education in Vermont's area vocational centers are funded primarily with State funds but with a nominal investment in local funds and, prior to 1969, a minimal investment of Vocational Education Act funds. The current program for the funding of facilities and equipment for high school area vocational centers requires that the "host" vocational school pay 70 percent of total cost of facilities and equipment for one program, to demonstrate commitment for, and support of, vocational education, while the State pays 30 percent of the facilities and equipment cost for that one program and 100 percent of all other vocational building and equipment costs. Land for area schools must be provided by the host institution.

This funding program was developed at the time the area center concept was initiated in 1964. At that time, it was also mandated that facilities for programs which were in existence at the time, but which were to be moved into the new facilities, would also have to be constructed at the expense of the participating school districts. On a Statewide basis, State and local contributions to area vocational school construction average approximately 90 percent State and 10 percent local.

This program of facilities construction funding exceeds provisions for general school construction support under which the State pays 30 percent of school construction costs and nonvocational facilities. In effect, area vocational facilities receive a basic 30 percent grant (which applies to all school construction) plus a supplementary grant averaging approximately 60 percent of the construction of vocational facilities. While the basic 30 percent grant is defined by legislation and applies to all facilities construction, the vocational facility supplement is a matter of agency policy and is limited to the construction of facilities and acquisition of equipment in area vocational centers.

Vermont Technical College: Facilities and equipment for technical education in Vermont Technical College are now fully State funded.

Financing Vocational Education
Program Operating Costs

High School/Area Vocational Centers: The operating costs of vocational education in area centers in Vermont are paid through a combination of Federal, State, and local funds.

Federal and State funds are allocated by formula to all schools operating vocational education programs. For purposes of this allocated formula, State funds are used to match Vocational Education Act funds in excess of a 1:1 basis and are allocated in accordance with the same formula used for the allocation of Vocational Education Act funds. In total, these funds account for approximately 25 percent of the total program operating costs for vocational education.

The remaining cost for vocational education in area centers is paid 100 percent by the "host" school system and allocated to the sending schools via a "tuition" charge. The cost of this tuition for sending students to an area vocational school is then reimbursed from State funds at the rate of 50 percent. This State reimbursement applies to both tuition and transportation costs and represents a special State vocational education fund.

Schools operating vocational education programs independent of the area vocational centers receive no such added funds (i.e., the 50 percent supplemental reimbursement), and must pay the entire cost of the operation of their programs from the State general education foundation reimbursement. This policy was developed to encourage schools to send their vocational students to the area vocational centers.

Special programs for adults and other "nontraditional" populations are supported through a combination of State funds which pay 50 percent of the teacher's salary and students fees which pay the remaining costs of such programs.

Vermont Technical College: Instructional programs in Vermont Technical College are financed with State appropriations and tuition.

47. VIRGINIA

State Governance of Vocational Education

State Agency(ies) with Vocational Education Responsibilities

Vocational education in the secondary schools of the Commonwealth of Virginia is administered by the Division of Vocational Education in the State Department of Education. The State Department of Education reports to an appointed State Board of Education which serves as the designated State Board of Vocational Education.

Virginia also has an independent State community college system administered by the Board of Trustees of the Virginia Community College System.

Coordination Between State Agencies

Postsecondary and adult vocational education programs are offered in community colleges and administered by the Virginia Community College System under the provisions of a "Cooperative Agreement" developed between the State Board of Community Colleges and the State Board of Education.

Under the terms of this cooperative agreement, each community college is treated as a local education agency (LEA) for purposes of vocational and technical education and is required to submit a local plan for vocational education just as local education agencies at the secondary level.

Organizational History

The Virginia Community College System was established in 1965 and all two-year college branches of other State institutions of higher education were placed under the control of the new State system. Prior to 1965, two-year colleges and technical institutes were established individually by legislative acts and placed under control of the governing boards of State supported four-year colleges and universities.

Organization of Vocational Education Delivery System

Institutions and Services*

Institutions: Vocational education in the Commonwealth of Virginia is provided in:

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*See "Introduction."

- One hundred and sixty-five (165) comprehensive high schools having facilities for five or more different programs in vocational education. Fifty-nine (59) of these institutions are designated as area vocational schools and serve students from multiple school (districts) on a shared-time basis, while 106 are independently operated institutions serving students from only one institution;

- Twenty-eight (28) Area Vocational Centers serving students from a single school district on a shared-time basis;.

- Ten (10) Joint Vocational Centers which are jointly owned and operated by two or more school districts and provide vocational education programs on a shared-time basis; and

- Twenty-three (23) community colleges operating a total of 33 campuses Statewide.

(Virginia currently has plans to construct two additional Area Vocational Centers (single district), 11 comprehensive high school vocational wings, one Joint Vocational Center, and 11 additions to the various community college campuses.)

Services: High schools and Area Vocational Centers provide instruction to secondary school students and adults but offer no programs at the postsecondary level. Postsecondary degree vocational education programs in Virginia are administered solely through the Board of Community Colleges. Adult and continuing education programs are also offered in community colleges. Some community colleges contract with other agencies, including secondary schools, for instruction in vocational education.

Regionalization and Coverage

High Schools and Secondary Vocational Centers: Virginia has 59 comprehensive high school vocational wings, and 28 centers which serve only one school division. In addition there are 10 jointly owned and operated vocational centers which serve two or more school divisions. These 97 vocational schools serve 125 of Virginia's 141 school divisions and approximately 80 percent of the high school students in the State.

When completed, the expansion plan now under development will make vocational education available to all secondary school students throughout the Commonwealth of Virginia. However, new "standards of quality" adopted by the legislature in 1977 require that all high school students graduate with a marketable skill. This mandate will require a substantial increase in the number of vocational education instructional stations available to secondary school students and will entail additional expansion of existing and planned new facilities.

Community Colleges: The Commonwealth of Virginia is organized into 23 community college regions. These regions are generally coterminous with the 22 planning districts developed by the State for other administrative purposes.

Virginia's 23 community colleges and 33 campuses, all of which were developed on the basis of a master plan created in 1965, now make comprehensive programs of vocational education at the postsecondary level available within approximately 45 minutes of all students in the Commonwealth.

General Purpose Planning: At the secondary school level the Commonwealth of Virginia is divided into seven planning regions, the boards of which are made up of the vocational education directors of the individual schools within each region. The purpose of these regions is to plan for the development systems of vocational education within each of the school systems in each of the seven planning regions. These planning regions exist for the purpose of secondary level vocational education only and are not coterminous with regions established for postsecondary institutions (community colleges) nor do they play a role in the development of articulation programs and the coordination of program development between institutions at the secondary and postsecondary levels.

Administration

Comprehensive High Schools and Area Vocational Centers: Vocational education programs in the comprehensive high schools and Area Vocational Centers are administered by the independent Boards of Education of the districts offering the vocational education program. All regular school districts have independent taxing and bonding authority.

Joint Vocational Centers: Virginia's ten (10) Joint Vocational Centers are each administered by a board composed of representatives of the Boards of Education of the participating school districts. However, these institutions are administratively the responsibility of the superintendent of one of the participating school systems, normally rotated on a yearly basis.

The school system in which the Joint Vocational Center is located serves as the fiscal agent for the Joint Vocational Center for purposes of receipt of State and Federal funds. Joint Vocational Centers do not exist as independent legal entities and do not have taxing and bonding authority. All capital and operating costs associated with such facilities are shared between the participating school districts.

Community Colleges: Virginia's Community College System is a State administered system. Individual institutions are administered by a president who reports to the Virginia Community College System. Local participation in the affairs of an institution is limited to an appointed advisory committee.

As State owned and financed institutions, the individual institutions have no tax base and no bonding authority.

Financing Facilities and Equipment for Vocational Education

Comprehensive High Schools and Area Vocational Centers: Since 1963, it has been the policy of the Division of Vocational Education to use a major portion of its Vocational Education Act funds to expand the availability of facilities for vocational education through the expansion of comprehensive high schools and the development of a system of Area Vocational Centers serving single and multiple school districts.

The construction of facilities and the acquisition of equipment for vocational programs in high schools and Area Vocational Centers are funded through a combination of local and Federal funds, including Vocational Education Act funds and funds from the Appalachian Regional Commission, Economic Development Act and, as of 1977, from the Coastal Plains Regional Commission. State funds for the construction of vocational facilities are available to local agencies on a loan basis, but do not constitute a revenue source for construction and equipment inasmuch as such loans must be repaid by the local education agencies.

It is the present policy of the Division of Vocational Education to fund 40 to 50 percent of the construction cost of vocational facilities with Vocational Education Act funds. Funds from the Appalachian Regional Commission, the Economic Development Act and the Coastal Plans Regional Commission are used to provide an additional match to local funds in areas where the local agency is unable to secure sufficient funding for the construction or expansion of the facility.

In certain regions of the State, Vocational Education Act funds may be used to pay up to 60 percent of the cost of basic equipment. Criteria used to determine the increased percentage of the Vocational Education Act funds are the same as those used in determining the priority of need of a local county as identified in the "State Plan" for vocational education.

(Virginia's decision to assign a priority to the use of Vocational Education Act funds for the expansion of facilities and acquisition of equipment is based on State legislation which makes adequate provision for the funding of program operation through a combination of State and local funds and, therefore, the expenditure represents the most effective use of those funds in expanding Virginia's vocational education system.)

The share of a vocational facility construction project financed with Vocational Education Act funds is limited to the requirements of an approved (or approvable) vocational education program. Facilities or equipment which are desired by local education agencies but which exceed these requirements must be paid 100 percent with local funds. Vocational Education Act funds are not used for the acquisition of basic furnishings which must be financed entirely with local funds.

Joint Vocational Centers: The local share of the construction costs in Joint Vocational Centers (i.e., shared-time centers serving students from two or more school districts) is financed jointly by the participating districts in accordance with a formula for the allocation of instructional "slots" to each of the participating school systems. (Title to land, building, and equipment in joint vocational centers is held jointly by the participating school districts).

Community Colleges: The construction of facilities and acquisition of equipment for general and vocational education in community colleges is paid for principally from State funds. However, these funds have, on occasion, been supplemented with funds from the Vocational Education Act, the Higher Education Facilities Act, and the Appalachian Regional Commission.

(One campus of the Virginia Community College System was constructed entirely with local funds because State funds were not available at the time the local population decided to construct this institution.)

Financing Vocational Education
Program Operating Costs

High Schools and Area Vocational Centers: The operating costs of vocational education programs in comprehensive high schools, Area Vocational Centers, and Joint Vocational Centers are paid through a combination of State and local funds on the basis of a three-part formula.

The first two parts of this formula are based on the funding requirements for general education programs. The State share of the ADM costs is determined on a city by city and county by county basis in accordance with a formula which accounts for such factors as the local tax base and ability to pay, etc. and is designed to insure a total funding base of $825 ADM (1977-78) for all secondary level educational programs. All costs not paid by the State are paid by the local education agency.

The third component of the funding formula for regular secondary vocational education programs is represented by an additional State reimbursement for vocational education which now averages $350 per full-time equivalent student. The amount of the State contribution to the cost of vocational education programs in individual school districts is determined by formula and specified in the State Plan.

(Not all vocational education programs in a secondary school of Virginia qualify for this additional funding increment, inasmuch as the Division of Vocational Education uses its "approval" authority to determine the fundability of individual programs based on a continued demonstration of need.)

Community Colleges: The operating costs of all instructional programs in community colleges are paid by a combination of State and Federal funds and tuition. At present, approximately 75 percent of the total operating cost of Virginia's community college system is financed from State funds; one to two percent (1-2%) from Vocational Education Act funds; and the remainder from tuition. Tuition rates are established at a uniform rate (Statewide) established by the State Board of Community Colleges. Tuition is retained by the Virginia Community College System, not individual institutions. State funds for program operations are allocated annually by the legislature to the Virginia Community College System as a whole. Allocations are made to individual community colleges by formula.

Vocational Education Act funds allocated to community colleges are distributed according to similar procedures used in the allocation of Vocational Education Act funds to vocational education programs in secondary schools.

48. WASHINGTON

State Governance of Vocational Education

State Agency(ies) with Vocational Education Responsibilities

All vocational education in the State of Washington is administered under policies established by the Commission for Vocational Education which is an independent authority established by State legislation in 1975 to be responsible for program development and the administration of the State Plan for Vocational Education. Institutions offering vocational education programs are administered under two other agencies: the State Board of Education, which is responsible for all secondary level programs of vocational education, and the State Board of Community Colleges, which is responsible for the administration of the community college system of Washington.

Coordination Between State Agencies

Both the Superintendent of Public Instruction and the Director of the State Board of Community Colleges sit as ex-officio members on the Commission for Vocational Education, thus assuring the representation of participation in both agencies responsible for the administration of institutions offering vocational education programs.

Organizational History

Prior to 1967, vocational education programs were administered by an independent State Board for Vocational Education. This Board was abolished by legislative action in 1967 and was replaced by the Coordinating Council for Occupational Education which administered the Division of Vocational Education and the Division of Vocational Rehabilitation. In 1970, the Division of Vocational Rehabilitation was removed from the responsibility of the Coordinating Council on Occupational Education and placed in the Department of Social and Health Services.

The "Commission for Vocational Education" replaced the "Coordinating Council for Occupational Education" in 1975.

Organization of Vocational Education Delivery System

Institutions and Services*

Institutions: Vocational education in Washington is provided in:

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*See "Introduction."

- Forty-three (43) comprehensive high schools having facilities for five or more different programs in vocational education;
- Five (5) Area Vocational-Technical Institutes; and
- Twenty-two (22) community college districts operating 27 campuses.

Community colleges also provide vocational education to secondary schools through contracts with local education agencies.

Services: The regular high schools of Washington offer full- and part-time (shared-time) programs of vocational education on the secondary level as well as adult education programs and diploma programs in postsecondary vocational education offered through Area Vocational Technical Institutes.

Community colleges offer both degree and certificate programs in vocational education as well as serving adults and secondary school students. State legislation enacted in 1969 encourages community colleges to have 50 percent of their programs in vocational education.

Secondary school students attending either community colleges or private schools get high school credit for vocational education programs offered in the institutions.

Regionalization and Coverage

Comprehensive High Schools and Area Vocational-Technical Institutes: Washington's only provision for "regional" vocational education programs is the Area Vocational-Technical Institute, all of which are administered by regular school districts and provide vocational education programs on a shared-time basis to students from high schools throughout their districts. Washington's Area Vocational-Technical Institutes are intended to draw primarily from the service area of the community college district in which they are located. However, admission to Area Vocational-Technical Institutes is open on a Statewide basis.

Community Colleges: Washington's community college districts are established by legislation enacted in 1967 and provide for the inclusion of all parts of the State in one of the 22 districts defined by this legislation.

Administration

Comprehensive High Schools: All secondary schools offering programs in vocational education are administered by local boards of education, each of which has taxing and bonding authority.

Area Vocational-Technical Institutes: Area Vocational-Technical Institutes, while functioning as State institutions, are operated by the board of education of the school district in which they are located. Local boards of education have authority to levy special taxes and issue bonds for Area Vocational-Technical Institutes.

Community Colleges: Community colleges are now administered as independent agencies by a five member local board of trustees. The boards of trustees of community colleges are empowered by statute to issue (tuition backed) revenue bonds. Community colleges are wholly State financed institutions, having no local tax base and, hence, local boards of trustees have no taxing authority.

Prior to 1967, community colleges were administered by local school boards of education. In 1967, provision was made for separate boards of trustees to administer the community college districts which were established as part of the legislation which created the State system of community colleges. Members of each community college board of trustees are appointed by the governor.

Financing Facilities and Equipment for Vocational Education

Comprehensive High Schools: Facilities and equipment for general and vocational education in secondary schools are funded primarily with State funds (approximately 98 percent) plus a nominal amount of funds from the Vocational Education Act and local funds. The amount of State funds used for a capital project is determined on the basis of the local school tax effort and bond indebtedness and is limited to the funding of specified gross square footages of space, the amount of which differs for different types of programs (i.e., vocational vs. academic) and different levels of education. Capital equipment not included in initial construction costs for secondary schools is funded on a matching basis with local and State funds.

Area Vocational-Technical Institutes: Facilities and equipment for Area Vocational-Technical Institutes are financed with State and local funds on approximately a 90:10 basis.

Community Colleges: Prior to 1972, facilities and equipment for community colleges were funded with (tuition fee) revenue bonds and Vocational Education Act funds. However, in 1972 the legislature authorized the issuance of $50 million in State general obligation bonds for capital projects in community colleges, and facilities and equipment are now funded with local (revenue) bonds and State bond funds on approximately a 50:50 basis.

Financing Vocational Education Program Operating Costs

Comprehensive High Schools: Vocational education programs in secondary schools are funded with a combination of Federal Vocational Education Act funds, State general education funds and local funds.

Vocational Education Act funds are allocated to individual school districts on the basis of formula of need (as specified in the State Plan), the number of full-time equivalent units, and program grant applications.

State funds for general and vocational education are allocated on the basis of weighted pupil units multiplied by a guaranteed level of support per pupil units. Each school district receives credit for one weighted pupil unit for each full-time equivalent student plus one weighted pupil unit for each 900 hours of secondary vocational education program instruction. An additional 0.25 weighted pupil unit is allowed a school district for each non-district pupil served in general and vocational education.

Prior to 1975, revenues derived from local property tax were deducted from the minimum support amount to which the district was entitled and the remainder was paid with State funds. However, in 1975, the State adopted a Statewide property tax program which pays all costs not generated by local revenues other than property taxes.

Area Vocational-Technical Institutes: Vocational and technical education programs in Area Vocational-Technical Institutes are financed with State and Federal funds, local funds, and student fees. Approximately 80 percent of the operating costs of Area Vocational-Technical Institutes are paid from State sources five percent from Federal sources, (primarily the Vocational Education Act), and 15 percent from tuition and fees.

Community Colleges: Instructional costs in community colleges are paid 100 percent with State and Federal funds (including Vocational Education Act funds). Tuition charged by community colleges is used to retire capital bonds. Sixty percent of the tuition collected by individual institutions is retained by the institution to retire locally issued bonds while the remaining 40 percent is transferred to the State to retire State bonds.

49. WEST VIRGINIA

State Governance of Vocational Education

State Agency(ies) with Vocational Education Responsibilities

Vocational education in West Virginia is provided in two education systems: the secondary and post-high school vocational education programs operated under the authority of the Bureau of Vocational, Technical and Adult Education in the State Department of Education; and, postsecondary programs offered in the State's free-standing community colleges, the community college component of the State colleges, and branch campuses of the university system, all of which are under the authority of the Board of Regents.

The State Board of Education, which has authority over the State Department of Education, serves as the State Board for Vocational Education.

Coordination Between State Agencies

In 1977, the Bureau of Vocational, Technical and Adult Education and the Board of Regents developed a cooperative agreement for the coordinated development of vocational education programs in institutions operating under the authority of each.

Organizational History

No changes have occurred in the reporting structure or responsibilities of the State agencies responsible for vocational education since the passage of the Vocational Education Act of 1963.

Organization of Vocational Education Delivery System

Institutions and Services*

Institutions: Vocational education in West Virginia is provided in:

- Forty (40) comprehensive high schools having facilities for five or more programs in vocational education;
- Forty (40) Area Vocational Centers. Thirty-three (33) of these Area Vocational Centers provide shared-time programs in secondary level vocational education to students from all

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*See "Introduction."

high schools within the county served; while seven (7) are multi-county Area Vocational Centers serving students in more than one county school system; and

- Three (3) community colleges.

In addition, vocational education is provided in six (6) community college centers at State colleges, two (2) State colleges and one two-year branch campus of the State University.

Services: West Virginia's comprehensive high schools and Area Vocational Centers provide vocational education to high school students and offer extensive programs in vocational education at the post-high school level. These post-high school programs include both adult vocational-technical education programs and one- and two-year certificate programs.

West Virginia's Area Vocational Centers offer primarily "trades and industrial" education programs (which are too expensive for inclusion in most high schools) and, thereby, seek to complement the vocational education programs offered in the high schools. Area Vocational Centers also provide a broad range of programs supported by the Comprehensive Employment and Training Act (CETA).

The community colleges and community college components of the State colleges of West Virginia offer instructional programs in both vocational and technical education as well as programs in adult education. Programs administered by the community colleges and community college centers offer both certificate and associate degree programs. By State statute, only programs administered under the Board of Regents may award associate degrees.

At present, there is no formal, Statewide program of articulation between programs offered in Area Vocational Centers at the secondary and post-high school level and the vocational-technical programs offered by community colleges and other two-year institutions. However, advanced placement and program credit is provided for by policy of the Board of Regents and does occur, as a local option, in some cases.

West Virginia's Area Vocational Centers and community colleges also operate a variety of "shared" programs which provide for students who have completed "approved" programs at the post-high school level in the high schools or area centers to receive credit toward an associate degree at a participating community college. Similarly, community college students may take courses at the Area Vocational Centers simultaneously with their enrollment in the community college.

In many cases, community college credit is given for the completion of programs at the vocational center. The instructor of the vocational course is generally a designated faculty member of the community college and it is the faculty of the community college which determines whether the course and student performance warrant credit at the community college.

West Virginia's community colleges were initially established as branch campuses of the State colleges or universities, not as community colleges per se, but they were established as "free standing" institutions in 1970. The community college system is, however, (by Board policy) locally oriented and places a high priority on vocational and technical education programs.

Regionalization and Coverage

High Schools and Area Vocational Centers: The political unit for the administration of local education systems in West Virginia is the county school board of which there are 55. At present, 44 of West Virginia's 55 counties are served in part or whole by an Area Vocational Center. In addition, approximately 23 percent of West Virginia's high schools, some of which are designated as Area Vocational Centers, offer five or more programs in vocational education.

Community Colleges et al.: At the postsecondary level, West Virginia is divided into service regions that are served by a free standing community college or community college components of State colleges. All the State's community colleges and community college components are operated as State institutions independent of local support and, therefore, independent of the requirement for formal regionalization for purposes of institutional financing. However, the Board of Regents has assigned specific geographic responsibilities to all institutions so that all regions of the State are served by community college programs. All of West Virginia's major population centers are served by either a community college or a community college component; other geographic regions are served by two-year branch campuses of other institutions.

Administration

High Schools and Area Vocational Centers: Vocational education programs at the secondary level are administered under two different governance structures.

Comprehensive high schools and single county shared-time Area Vocational Centers are administered independently by the board of education of the county in which the high school or Area Vocational Center exists. Each such unit exists as an independent administrative unit with independent taxing and bonding authority.

Area Vocational Centers serving more than one county are administered by a board made up of the superintendent of each of the participating county school systems, one board member from the board of education of each of the counties served, and the State Director of Vocational Education or his representative (The purpose of having a State Agency participant on the board of the multi-county Area Vocational Center is to provide an intermediary in the event of conflicts in the objectives of the representatives of the participating school systems.)

While multi-county Area Vocational Centers are administered as independent entities which have all the legal authority of an individual district, these school systems do not exist as independent fiscal units. The fiscal agent of the multi-county Area Vocational Center is the school board of the county unit in which the Area Vocational Center is located.

Community Colleges et al.: West Virginia's three community colleges, community college components and branch campuses are each operated under policies and procedures established by the Board of Regents and all program offerings in these institutions are subject to the Board of Regents' approval. However, administratively, the individual community colleges are significantly more autonomous than the community colleges of many State administered community college systems in that the orientation of their program is local (as is the case in most community college systems) and the local community college president has significant autonomy in meeting local needs; an objective established for the community college system as a priority of the Board of Regents.

Financing Facilities and Equipment for Vocational Education

High Schools and Area Vocational Centers: Facilities and equipment for vocational education in the high schools and Area Vocational Centers are financed with a combination of local funds, State appropriations ear-marked for vocational school construction, State general education facilities construction funds, Vocational Education Act funds, Appalachian Regional Commission funds, and Economic Development Act funds.

Prior to 1971, the majority of construction projects for area vocational centers were undertaken with a combination of funds from the Vocational Education Act, Appalachian Regional Commission and local sources. Since the entire State of West Virginia is included in the Appalachian Regional Commission (ARC), all counties qualify for the receipt of Appalachian Regional Commission funds for vocational education facilities and equipment. However, the amount of the total construction and equipment costs provided from these three funding sources varied broadly from project to project depending on such factors as local wealth and ability to pay, the availability of Vocational Education Act and Appalachian Regional Commission funds, and the priorities assigned to the individual construction programs.

Initially, it was the State's policy to commit all Appalachian Rregional Commission funds to facilities construction, thus maximizing the immediate availability of facility resources, while providing equipment with funding from other sources by deferring equipment acquisition. Overall, Vocational Education Act funds accounted for approximately 20 percent of the total cost of construction and equipment in any one year prior to 1971, but the amount allocated to individual projects varied on a project basis from 0 to 50 percent. Appalachian Regional Commission funds committed to individual construction projects varies from 50 to as high as 80 percent.

In 1971, West Virginia enacted legislation which provided for the legislative appropriation of funds for the construction of Area Vocational Centers.* As a result of this legislation, it has been possible to virtually eliminate the use of Vocational Education Act funds in vocational education facilities -- although these funds continue to be used for equipment acquisition.

In 1974, West Virginia established the "Better School Building Program" which provided a $200 million State bond issue for the construction of both general and vocational education facilities. The "Better School Building Program" represented the first commitment of the State funds for general education facilities. Prior to this time, vocational facilities, as well as general education facilities, in comprehensive high schools other than those designated as Area Vocational Centers, were funded exclusively with local funds.

Equipment for vocational education is funded with local, State and Federal funds. Fifty (50) percent of the funds for equipment are derived from local sources and the remainder are provided from a combination of State funds. The portion of the 50 percent State/Federal match which is provided from Vocational Education Act revenues varies on a project by project basis. In instances in which the local education agency is unable to provide its 50 percent match, the total combination of State and Federal funds may exceed 50 percent of the total cost of equipment, especially in facilities which were constructed with Appalachian Regional Commission funds. (Only one institution has used Appalachian Regional Commission funds for the acquisition of vocational education equipment.)

Community Colleges et al.: All construction and equipment acquisition in West Virginia community colleges is now financed under the provisions of higher education construction programs under which all construction is funded by State revenue bonds backed by projected income from student fees. No Vocational Education Act funds have been used for facilities and equipment in community colleges.

Financing Vocational Education Program Operating Costs

High Schools and Area Vocational Centers: The cost of educational programs at the secondary level is shared by a combination of Vocational Education Act funds, State vocational education funds, State general education funds and local funds.

West Virginia's program for the financing of general and vocational education is based on a general school aid formula and a vocational education support program. The basic cost of all educational programs, including vocational education, is based on an institutional staffing and cost formula in which staff positions are authorized on the basis of 55 professional staff positions (including teaching and administrative staff) for each 1,000 students. The State aid for the instructional and operating costs is based on a State minimum salary schedule. The percentage of the total cost paid by the State from State general education funds is based on the local ability to pay determined on the basis of an equalization formula.

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*The passage of this legislation has been attributed to the success of the area vocational school program resulting from facilities provided through the investment of Vocational Education Act and Appalachian Regional Commission funds.

In addition to the general educations fund's support there is a vocational education supplement which is used to provide support for the added cost of vocational education programs. In determining the amount of the vocational education supplement to be appropriated to individual local education agencies, county conditions are evaluated in accordance with the five factors specified in the State Plan. All local education agencies are funded based on contract hours and local reimbursement rates with actual reimbursement amounts subject to the amount budgeted in the State's vocational education supplemental budget. The pool of State and Federal units used to provide this vocational education supplement is composed of approximately 15 percent Vocational Education Act funds and 85 percent State vocational education funds.

West Virginia's basic foundation program makes no provision for the State support of post-high school and adult education programs in the Area Vocational Centers or comprehensive high schools. Federal funds are used to finance 100 percent of the cost of instructional salaries for post-high school vocational education. For adult education programs, Federal funds and State categorical funds are used to reimburse the cost of adult instruction on the basis of a fixed rate per teaching class hour.

For Area Vocational Centers, both single- and multi-county, special provisions exist for the support of program startup. For single county vocational centers, 90 percent of the first year's instructional cost (only) is paid from State and Federal funds. For the second year, this factor is 60 percent of the total instructional cost, and for the third year it is 30 percent of the total instructional cost. In the fourth year, the entire operating cost of the program must be funded according to the general provisions for vocational education funding described previously.

For Area Vocational Centers serving more than one county unit, the first year's funding reimbursement is 100 percent of the total instructional and institutional operating cost. In the second year, the reimbursement rate drops to 60 percent; in the third year, 30 percent; and in the fourth year, the regular funding procedures again occur. These differential reimbursement rates have been established to promote the creation of multi-county units which provide a broader tax base for program support.

Community Colleges et al.: The operating cost of all instructional programs in postsecondary institutions is funded on the basis of institutional budgets. These budgets are developed on the basis of student credit hours and instructional hour differential rates established by program level and type.

West Virginia has no provision for the direct funding of non-credit (adult, etc.) vocational education programs in community colleges. Such programs are supported principally with student fees and some (limited) indirect State funding.

Prior to 1977, in addition to State funds for the operation of these schools, community colleges received a grant of $150,000 from the 15 percent set aside for postsecondary education provided for in the Vocational Education Act.

While tuition is charged at all community colleges, these funds are committed to the repayment of capital improvement bonds and are not included in the determination of the institutions' operating budgets.

50. WISCONSIN

State Governance of Vocational Education

State Agency(ies) with Vocational Education Responsibilities

In Wisconsin, vocational education programs at the secondary level are under the authority of the Bureau for Career and Manpower Development in the Instructional Services Division of the Department of Public Instruction; while postsecondary vocational education is administered by the State Board of Vocational, Technical and Adult Education (postsecondary).

In Wisconsin, the State Board of Vocational, Technical and Adult Education, which was established in 1911 as the Wisconsin Board of Industrial Education, serves as the designated State Board for the receipt of Federal funds and the preparation of the State Plan. Responsibility for administering Federally funded vocational education programs at the secondary level is delegated to the Department of Public Instruction by the Board of Vocational, Technical and Adult Education.

(The executive officer of the Board of Vocational, Technical and Adult Education serves as the State director of vocational education.)

The Department of Public Instruction, which is responsible for all programs in elementary and secondary institutions, is under the authority of the elected State Superintendent of Public Instruction. Wisconsin has no State education governing board (such as a State Board of Education).

Coordination Between State Agencies

Coordination between the various agencies responsible for the delivery of vocational education is established by two major provisions.

At the policy level, coordination between all education and training agencies in the State is maintained through the ex-officio membership of the Superintendent of Public Instruction, the chairman of the Board of Regents (for higher education) and chairman of the Department of Industry, Labor, and Human Relations on the State Board for Vocational, Technical and Adult Education. (The chairman of the State Board for Vocational, Technical and Adult Education also serves on the Board of Regents for higher education.)

In addition, the Board of Regents and the Board of Vocational, Technical and Adult Education maintain three joint administrative committees intended to promote program coordination at the postsecondary level. These committees for programs, facilities, and continuing education are administrative coordinating committees with no policy responsibilities.

By statute, the Board of Vocational, Technical and Adult Education is responsible for all vocational-technical education programs below the baccalaureate level, and no programs in vocational-technical education offered in branch campuses of the university system may be implemented without the approval of the Board. Similarly, any college transfer programs implemented in the vocational-technical institutions are subject to approval by the Board of Regents.

Organizational History

No significant changes in the State agency reporting structure for vocational education have occurred since the passage of the Vocational Education Act of 1963.

Organization of Vocational Education Delivery System

Institutions and Services*

Institutions: In Wisconsin, vocational education is provided in:

- One hundred eighty-seven (187) comprehensive high schools having facilities for five or more programs in vocational education;
- Two (2) "regional" vocational centers serving secondary students on a shared-time basis; and
- Sixteen (16) postsecondary Vocational, Technical and Adult Education Districts which provide vocational and technical education programs on 34 campus sites.

High school students are also afforded access to vocational education through one hundred and five (105) cooperative "contract" programs providing vocational education on a shared-time basis to students from participating secondary schools.

Services: High schools and vocational centers provide vocational education to secondary students only.

Wisconsin's Vocational-Technical Institutes offer both degree and certificate programs in vocational education.

All adult vocational education programs are administered by the Vocational, Technical and Adult Education Districts, although facilities in high schools are used for many of these programs.

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*See "Introduction."

One hundred and five (105) of Wisconsin's high schools also contract for vocational education programs provided by postsecondary institutions.

There is no formal "community college" system in Wisconsin; however, three of Wisconsin's vocational-technical schools offer college transfer programs.

By law, any student residing in a school district in which an Area Vocational-Technical Institute is located must attend school through age 18. However, students residing in school districts in which no Vocational Technical Institute campus is located must attend school through only age 16.

Regionalization and Coverage

High Schools and Vocational Centers: No formal program of regionalization for purposes of vocational education exists at the secondary level. Approximately 331 of Wisconsin's 436 school districts offer recognized vocational education courses, although only 104 offer comprehensive programs in vocational education.

Vocational-Technical Institutes: The Vocational Technical Institute system (Vocational, Technical and Adult Education Districts) of Wisconsin was initiated in 1911 and formalized by statute in 1965. The 1965 legislation which established the Vocational Technical Adult Education Districts mandated that all areas of the State would be included in a postsecondary Vocational, Technical and Adult Education District. This legislation did not, however, establish district boundaries. The districts which now exist were created on the basis of local options. They are, however, coterminous with counties, and/or municipalities, and/or school districts in any contiguous combination.

General: As a result of State legislation enacted in 1963, the Department of Public Instruction initiated the creation of 19 Cooperative Education Service Agencies (CESA's) intended to provide secondary school students with education services which could not be afforded by individual local school systems. While these CESA's do not have specific responsibility for vocational education on a regional basis, CESA's have the authority to provide any service that a school district may provide. Local vocational education coordinators work within each CESA to develop vocational education programs at the secondary level.

Administration

High Schools and Vocational Centers: All vocational education programs offered in secondary schools (including cooperative "contract" programs) and in vocational centers are administered independently by regular school districts, all of which have independent taxing and bonding authority.

CESA's, which can administer vocational education programs, are independent agencies but have no taxing or bonding authority. All services offered by CESA's are provided by contract with the boards of participating districts. Each CESA has an advisory committee (required by law) made up of the superintendents of participating school districts.

Vocational-Technical Institutes: Each Vocational-Technical Institute is owned and administered independently by the Vocational, Technical and Adult Education District Board. Vocational, Technical and Adult Education District Boards are composed of (appointed) representatives of employers, employees, citizens and at least one superintendent of education from the school systems located within each district. Vocational, Technical and Adult Education Districts have independent taxing and bonding authority, both of which are limited by statute.

Financing Facilities and Equipment for Vocational Education

High Schools and Vocational Centers: Facilities and equipment for vocational education in comprehensive high schools and vocational centers administered by regular school districts are generally funded 100 percent with local funds secured through local bond issues. However, in 1975, the State legislature enacted a provision under which State funds would be used to provide partial support to the construction of educational facilities in secondary schools through a supplementary allocation of $100 per student per year over the life of the local bond. (Capital loan funds available from the State Trust Fund are also available for secondary school construction projects.)

State funds for facilities and equipment in secondary schools are provided through general revenues appropriated by the legislature and allocated under the provisions of the 1975 statute establishing the general debt service reimbursement for secondary schools (including both vocational and general education facilities).

Vocational-Technical Institutes: In Vocational-Technical Institutes, construction is funded through a combination of local and Federal funds. These include Vocational Education Act funds, Public Works Act Funds, Great Lakes Regional Commission funds, and funds from the Higher Education Facilities Act.

Vocational Education Act funds for school construction are provided through a one million dollar ($1,000,000) "set aside" from the basic grant portion of the State Vocational Education Act entitlement. This sum is allocated on a formula basis to all construction projects undertaken in an individual year. The Vocational Education Act contribution to facilities construction ranges from five to eight percent (5-8%) of the total construction cost. Funds from other Federal sources such as the Public Works Act, Great Lakes Regional Commission, Higher Education Facilities Act, etc. are provided on an "as available" basis and vary in amount and percentage. All other costs of facilities construction for Vocational Technical Institutes are financed with local funds secured through bonds issued by the Vocational, Technical and Adult Education District. (Subsequent to 1977, all bond issues in excess of $500,000 require a referendum submitted to the voters of the construction school district.)

State funds, which account for three to five percent (3-5%) of the total construction cost of Vocational-Technical Institute facilities, are provided to institutions indirectly on an annual basis as a component of the State reimbursement for program costs (a portion of which provides for debt service) described in the following section.

Equipment for Vocational-Technical Institutes is funded from a combination of local and Vocational Education Act funds. Vocational Education Act funds for equipment in Area Vocational-Technical Institutes are provided through a "set aside" of $100,000 to $200,000 from the State's "basic grant" entitlement. This sum is allocated by formula to all institutions applying for equipment grants. The Vocational Education Act provides funds for capital equipment and basic instructional equipment, and materials and supplies which are also funded through the basic State reimbursement grant and local funds.

Financing Vocational Education Program Operating Costs

High Schools and Vocational Centers: Vocational education programs in secondary schools are financed with Vocational Education Act funds, State general education funds, and local revenues. Approximately 40 percent of Wisconsin's Vocational Education Act entitlement is transferred to the Department of Public Instruction for expenditure on secondary level vocational education programs. These funds are allocated to school districts by formula as described in the State Plan.

At the secondary level, both general and vocational education programs are financed with State general education funds (i.e., there are no separate appropriations specifically for vocational education) which are allocated to school districts in accordance with a formula designed to guarantee each school district a minimum assessed valuation per student.

Vocational-Technical Institutes: Vocational education programs in Vocational-Technical Institutes are supported with Vocational Education Act funds (approximately 5%), State education funds (35%), local funds (50%) and tuition (10%).

Vocational Education Act funds are allocated to Vocational-Technical Institutes on a project basis only.

Prior to 1977, all vocational education funds used to support programs in Area Vocational Technical Institutes were provided on the basis of grant applications submitted by individual Vocational Technical and Adult Education Districts. However, in 1977, Wisconsin introduced an entitlement allocation program under which the total amount of Vocational Education Act funds to be made available to an individual District are determined by formula. Individual Vocational-Technical and Adult Education Districts then prepare a local plan for the expenditure of these funds in accordance with the funding provisions and priorities established by the Board of Vocational, Technical and Adult Education in the State Plan.

Vocational Education Act funds, which are used for program innovation and development and are used primarily for program start-up, are committed to a project on a three to four year basis -- with a declining percentage of the total cost paid by the Vocational Education Act funds. This provision requires the Vocational, Technical and Adult Education District to absorb the entire cost of program maintenance at the end of this phaseout period.

State funds for Vocational-Technical Institutes are allocated on the basis of a fixed percentage of the total operating costs and modified by a Statewide equalization index reflecting program need and ability to pay. The total allocation of State funds to Vocational-Technical Institutes equals: (The total institutional budget minus the amount secured from Federal sources and self-generating revenues) x (35 percent and the institutional equalization factor).

State funds for Vocational-Technical Institutes include an allowance for debt service, institutional maintenance, and adminstrative and support services as well as program operating costs.

Prior to 1975, the State employed two different procedures for the allocation of State funds for vocational-technical education programs. From 1967 to 1975 State funds were allocated to institutions on a flat rate based on full-time equivalent students. Prior to 1967, State funds were appropriated to individual institutions on a formula basis tied to teaching units and teacher salaries.

Prior to 1974, tuition and student fees for programs in Vocational-Technical Institutes were limited to material costs and fees. However, in 1974, the legislature enacted statutes instituting a tuition and requiring that tuition account for nine and one-half percent (9 1/2%) of the total cost of vocational education and adult education programs.

51. WYOMING

State Governance of Vocational Education

State Agency(ies) with Vocational Education Responsibilities

Vocational education in the secondary schools of Wyoming is under the jurisdiction of the Office of Occupational Education in the Instructional Services Division of the State Department of Education. Postsecondary programs of vocational education offered in Wyoming community colleges are under the aegis of the State Community College Commission.

The State Department of Education is under the State Board of Education which also serves as the State Board for Occupational Education.

Coordination Between State Agencies

No formal program for the coordination of vocational education exists between the Office of Occupational Education and the State Community College Commission. However, the State Superintendent of Public Instruction is an ex-officio member of the State Community College Commission.

Organizational History

Prior to 1969, the Office of Occupational Education was operated as a separate Division of Vocational Education which reported directly to the assistant superintendent of education. However, in 1969 the educational agency of Wyoming was reorganized along functional lines and the program responsibilities of the Division of Vocational Education were integrated with other units of the State Department of Education. Thus, at the present time, the Office of Occupational Education serves as an administrative unit rather than as a program unit within the Department of Education.

Wyoming's community college system was initially established by legislation in 1945 which provided for the creation of locally administered community colleges, but it was not until 1951 that State legislation created the Community College Commission which is responsible for the coordination and development of the community college system throughout the State.

Organization of Vocational Education Delivery System

Institutions and Services*

Institutions: Vocational education in Wyoming is provided in:

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*See "Introduction."

- Approximately twenty (20)* comprehensive high schools having facilities for five or more programs in vocational education; and

- Seven (7) community colleges.

Services: The regular comprehensive high schools in Wyoming offer only full-time programs of vocational education and adult instruction in vocational education. No provisions currently exist for the creation of regional programs either through contracts or joint agreements at the secondary level since the sparse population of the State and the great travel distances between schools makes the operation of such programs impractical.

Community colleges also provide vocational education programs to secondary school students through contracts with local districts and, in several instances, community colleges use the facilities of comprehensive high schools to offer programs in vocational and academic education.

Wyoming's seven community colleges offer adult and postsecondary diploma programs in vocational education, but do not award associate degrees.

Regionalization and Coverage

Comprehensive High Schools: At the present time Wyoming has no provisions for regional educational services or regionalization of the State for purposes of general State planning.

Community Colleges: The community colleges of Wyoming serve a multi-county postsecondary education district. The district boundaries of the community colleges were established by State legislation in 1945, although the actual creation of individual community colleges was the result of local initiative undertaken under the provisions of the 1945 enabling legislation.

General: Prior to 1972, Wyoming had "cooperative boards" for the coordination of program development in rural areas, but while the enabling legislation for these cooperative boards remains, they are no longer active.

Administration

Comprehensive High Schools: Vocational education programs in comprehensive schools are each administered independently by the Board of Education of the regular school district, all of which have taxing and bonding authority.

Community Colleges: Each of the seven community districts of Wyoming is administered by a "community college district board" composed of seven members elected from the local districts. The community college district board has both taxing and bonding authority; however, its taxing authority is limited to a four (4) mill tax on assessed evaluation for operation and maintenance while its bonded indebtedness is limited to two percent of the assessed evaluation of the district served by each community college.

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*See "Introduction."

Financing Facilities and Equipment for Vocational Education

Comprehensive High Schools: Facilities for both general and vocational programs in regular high schools are funded with local funds secured through a general bond referendum or through the accumulation of funds in a capital sinking fund and annual State appropriations. State (capital) fund entitlements to each district are computed as the difference between the total of $3,200 per classroom unit and four mills times the assessed valuation for the school district.

Equipment for vocational education programs in regular schools is funded with a combination of State vocational education funds (46%) and local funds (53%) plus approximately one (1) percent from the Vocational Education Act, Economic Development Act, and other Federal sources. Equipment for vocational education programs in high schools is funded according to the same formula used to determine operating cost reimbursements.

State vocational education funds used for the acquisition of equipment in comprehensive high schools are allocated to individual schools on the basis of the same formula used for the distribution of State and Federal funds for program operations.

Community Colleges: Both facilities and equipment for vocational education in community colleges are funded with a combination of State and local funds. Facilities construction in community colleges is funded with State general education funds and local funds provided on a 50:50 matching basis, while equipment for vocational education programs is funded with State vocational education funds and local funds also provided on a 50:50 matching basis.

Financing Vocational Education Program Operating Costs

Comprehensive High Schools: Vocational and general education programs in the secondary schools in Wyoming are funded under the State foundation aid program which, by statute, is designed to insure the availability of $20,300 per classroom unit. This amount, approximately 53 percent (Statewide average) is raised locally through a local millage (10 mill minimum established by statute), 12 mill county wide school levy (required by statute) and other local sources. The share of this sum which must be borne by State sources is determined by formula and average approximately 46 percent of the total program cost.

Vocational Education Act funds, which account for approximately one (1) percent of total vocational education program costs, are allocated to school districts to pay the added cost of vocational education. School districts are classified by priority of need into one of three classifications which entitle school districts to different Vocational Education Act reimbursement rates for each of three classes of expenditure: classroom unit reimbursements (2, 6, and 8%); reimbursements of occupational teacher salaries (8, 12, and 15%); and reimbursements for adult instruction salaries (20, 23, and 25%).

Five of Wyoming's school districts do not apply for Federal support for their vocational education programs and do not qualify for State foundation aid funding by virtue of their district wealth (primarily natural resources).

Community Colleges: Vocational education programs in community colleges are supported approximately equally with State and local funds (48 percent from each source) with three percent from tuition and approximately one percent from Vocational Education Act funds.

State funds for community college programs are allocated to individual institutions through the Community College Commission based on the number of full-time equivalent students enrolled in each institution. State funds are used to reimburse the operating costs of community college programs at the rate of $300 per academic full-time student and $500 per full-time vocational student.

52. AMERICAN SAMOA

Territorial Governance of Vocational Education

Territorial Agency(ies) with Vocational Education Responsibilities

Vocational education in American Samoa is under the policy authority of the Board of Regents but is administered through offices in the Department of Education and the Community College.

Coordination Between Territorial Agencies

The governmental structure of American Samoa, although it is equivalent to a "State" government, more closely resembles that of a "local" or town-city system with the Governor relating directly and closely with delivery agencies and with the "senatorial" form of island government, the "Fono." In such a closely-knit social structure, access to the legislature (Fono) and the Governor is immediate. Operating officers of the educational system are thus constantly directly in touch with authorities that elsewhere might be remote and/or difficult to reach.

Organizational History

In October of 1977, responsibilities for vocational education were transferred from the Board of higher Education to the Board of Regents (which sits as the Samoan Board for Vocational Education).

This structure maintains a State Director of Vocational Education through whose office pass all matters relating to vocational education in the territory.

Previous to 1970, the Department of Education controlled all vocational education. (The Board of Higher Education was established in 1970).
From 1970 to 1977, the Board of Higher Education held responsibility for vocational education (it being the only educational authority with a policy-making function). The Department of Education (which was responsible for secondary-level vocational education) and the American Samoa Community College (which was responsible for postsecondary-level vocational education) reported to that Board.

(At present, preliminary discussions are underway to consider formation of a new systemic structure under which a Director of Education would have reporting to him/her the Division of Occupational Education in the Department of Education [secondary-level], the Community College, and a separate [multi-level] department of vocational education.)

Organization of Vocational Education Delivery System

Institutions and Services*:

Institutions: Vocational education in Samoa is provided through:

- Four (4) comprehensive high schools;
- One (1) vocational skill center; and
- One (1) Community College.

Two private high schools (Catholic) also send students to the Skill Center.

Services: Comprehensive high schools in Samoa offer only secondary level courses and vocational courses are limited to the areas of home-making and business-office practice. Students wishing to enter programs of training in other skill areas (at present these include general metals, carpentry, electricity, drafting, and automotive repair; electronics and HVAC-related trades are planned curricular additions) are bussed to the centrally located skill center, whose administration and operation is a direct function of the Division and Director of Vocational Education, with the skill center director reporting to the Program Director of Secondary Education and, through him, the Division of Vocational Education. (Only junior and senior students are currently accepted at the skill center.) There is no separate certification or diploma from the skill center; all vocational credits become part of the student's home high school diploma program. The two private schools, mentioned above, also send students to the skill center on a no-charge basis.

The Community College of Samoa offers postsecondary degree programs (Associate Degree), postsecondary certificate programs, and adult vocational education programs. (The Community College also provides a program in adult basic education.) As students require them, they are afforded the opportunity to attend courses given at the skill center (see curricula, above). The Community College itself offers skill training programs in electronics and computer-related fields as well as business practices, nursing, and police science.

Regionalization and Coverage

Comprehensive High Schools: Samoa is divided into four districts, three on Samoa itself (the Western, Central, and Eastern districts) and the fourth on the island of Manna. Each of these districts maintains a comprehensive high school. The districts were established by legislative act in 1967, at which time compulsory education for all American Samoans was extended to age 18. (The high schools are essentially an outgrowth of groups of elementary schools in neighboring villages collecting into the high school districts.)

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*See "Introduction."

Community College: Postsecondary education is entirely offered at the single Community College located in the Western district of the main island. As mentioned above, a legislative act created the Board of Higher Education, with organizational functions separate from those of the Department of Education in 1970. The Community College itself was created by a similar act in 1972.

Administration

Comprehensive High Schools: High school principals report to the central office Program Director of Secondary Education who, in the case of vocational education, reports to the Chief Officer of the Department of Education and the Board of Regents. In the past (until October, 1977) directors of vocational programs (business education and home economics) reported directly to the Director of Education at the central headquarters.

Community College: The president of the Community College reports to his/her Board of Higher Education and, through that Board, to the Board of Regents. Some skill training courses are operated by the college itself.

As noted, the Board of Regents sits as the State Board for Vocational Education, and all financial and programmatic decisions are referred to it. Neither the Districts nor the Community College acts as its own fiscal agent. There are no independent taxing or bonding authorities.

Financing Facilities and Equipment for Vocational Education

Comprehensive High Schools and Skill Center: Government of American Samoa ("State") funds have provided the sole source of funding for construction. These funds are controlled through the Department of Public Works in Samoa.

Support of equipment acquisition and replacement has come entirely from Vocational Education Act funds.

Community College: Economic Development Act dollars have been the only source of support for construction at the postsecondary level.

Equipment acquisition costs have been supported about 25 percent by Vocational Education Act monies and 75 percent by State general education funds.

In each case, secondary and postsecondary, the basis for allocation of funds is legislative action.

Financing Vocational Education
Program Operating Costs

All operational costs of vocational education programs at the secondary and postsecondary levels are supported with Government of American Samoa dollars ("State" funds). Monies are allocated for total operating costs in the yearly budget, and the budget determination is fixed on a programmatic funding basis, with student head counts and numbers of teachers forming the base determinations.

53. GUAM

Commonwealth Governance of Vocational Education

Commonwealth Agency(ies) with Vocational Education Responsibilities

The structure for delivering vocational education in Guam is currently in the process of change; as of June 30, 1978, a new structure will be in place, this revision having been approved by the legislature and waiting only its publication. The reorganization stems from a concern on the part of the education committee of the legislature to provide Guam's citizenry with more vocational options and reflects an increased local job market resulting from recent limitations on immigration.

(Since the reorganized plan for delivery awaits only formalization, references to organization and structure in this document refer to the revised system rather than the system which was in place during the winter of 1977-78 and earlier. The historical background of the administration system is covered below.)

All vocational education planning and operation is under the overall supervision of the Board of Education, sitting as the Board for Vocational Education Control. In November of 1977, the legislature passed a Bill (No. 499) establishing the Community College with specific attention to vocational education development and paving the way for the structural reorganization being finalized this year. Formerly, a Director of Vocational Education had reported to the Department of Education and, thence, the Board of Education. Under the new organization, the Provost of Guam Community College will direct all vocational education at both secondary and postsecondary levels. Reporting to him will be the following divisions:

- Secondary Division: consisting of the Vocational Technical High School under directorship of its principal and a Careers and Occupations Division within the high school.
- Apprenticeship Training Division: managed by a single administrator and four staff members with primary responsibility for the 4000-hour program for apprenticeship training.
- Postsecondary and Continuing Education Division: with a division chief administering programs in five technical areas (emphasis on technician training programs).

The Advisory Council for Vocational Education will continue to operate as a link to the Board and counsel regarding new and developing programs.

Institutions neither act as their own fiscal agents nor have taxing or assessing powers, all such matters being referred to the Board. A separate Board of

Trustees oversees operations of the Community College and refers fiscal questions to the Board of Regents. Adult programs operated by the Vocational-Technical High School maintain a separate budget overseen by a coordinator who reports to the provost.

Organization of Vocational Education Delivery System

Institutions and Services*

Institutions: Vocational education is provided in:

- The Guam Vocational-Technical High School; and
- The Guam Community College.

Regionalization and Coverage

There are, as such, no districts on Guam, all education operating through a centralized agency. There are three high schools on the island, two "regular" comprehensive high schools (George Washington and John F. Kennedy) and the Vocational-Technical High School. Students engaged in vocational courses attend the Vocational-Technical High School.

The Guam Community College accepts students island-wide.

Administration

(See "Commonwealth Agency(ies) with Vocational Education Responsibilities.")

Financing Facilities and Equipment for Vocational Education

Vocational-Technical High School: Construction has heretofore been supported with Economic Development Act dollars, and the new building ("Skill Center") will be funded with Economic Development Act monies. Equipment acquisition, both capital and replacement, has been funded about 20 percent with Vocational Education Act dollars and 80 percent with State general education dollars. (The proportion has changed over time; records of past expenditures are not precise; the 20-80 split is an accurate approximation for 1977-78.)

Community College: Construction funding for the Community College has been supported on a matching basis, with Vocational Education Act and State vocational education monies.

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*See "Introduction."

Equipment purchase, both capital and replacement, is supported entirely with Commonwealth general education funds.

General: At both levels (secondary and postsecondary) the basis for apportionment of Federal/State funds is legislative action at the recommendation of the Governor; general revenues are appropriated to support all educational costs in the Commonwealth, a situation of long standing.

Financing Vocational Education Program Operating Costs

Vocational-Technical High School: Vocational education programs are funded with a combination of Federal Vocational Education Act dollars and general Commonwealth education monies. Programs at both the high schools and the Vocational-Technical School receive about 12 percent of their support from Vocational Education Act funds, the balance coming from general education (Commonwealth) funds.

Community College: At the Guam Community College, 100 percent of the operating costs are supported by Commonwealth dollars. Guam Community College operates on a formula basis with Federal dollars considered as "seed" monies; increasing Commonwealth support is provided as a program develops with the Commonwealth eventually assuming total operating costs.

All postsecondary programs receive some support (minimal) from tuition paid by full- and part-time students.

In both the Vocational-Technical High School and Community College, full-time equivalent students (FTE's) and grant applications are the basis for allocating funds from both Federal and State sources.

54. PUERTO RICO

State Governance of Vocational Education

Commonwealth Agency(ies) with Vocational Education Responsibilities

In the Commonwealth of Puerto Rico, responsibility for all vocational education programs which receive funding under the Vocational Education Act is vested in the Area de Instruccion Vocacional y Tecnica (Area of Vocational and Technical Instruction) in the Departmento de Instruccion Publica (Department of Public Instruction). Policy for vocational and technical education is established by an independent Board of Vocational-Technical Education of which the Commonwealth's Secretary of Education is the secretary. (Puerto Rico does not now have a Board of Education.)

The entire elementary and secondary (and, for vocational education, 2-year postsecondary) educational system of Puerto Rico is administered as one local education agency by the Department of Public Instruction.

Limited programs of vocational education are also offered by the regional campuses of the University of Puerto Rico.

Coordination Between Commonwealth Agencies

Formal coordination of program planning between the Department of Public Instruction, the University of Puerto Rico and other agencies that deal with vocational and technical education occurs through a special subcommittee designated by the Commonwealth Board for Vocational, Technical and High Skills Education. This committee is composed of the Assistant Secretary for Vocational and Technical Education (State Director), the Chancellor in charge of the Regional Colleges, the Administrator of the University of Puerto Rico, the Director of Industrial Services of the Puerto Rico Development Administration, and the Underdirector of the Right to Employment Administration. In addition, the president of the University of Puerto Rico is by law one of the members of the Commonwealth Board for Vocational, Technical and High Skills Education.

Organizational History

Prior to 1973, the Board of Vocational-Technical Education was subordinate to Puerto Rico's State (Commonwealth) Board of Education. This Board of Education was, however, disbanded in 1973 by legislative action.

In 1978, the Department of Education was reorganized along functional lines and the research, guidance, and curriculum development activities of the Area of Vocational and Technical Instruction were moved into other areas within the Department of Education. Also at this time, home economics and industrial arts were removed from the Area of Vocational and Technical Education and assigned to other program areas within the Department.

Organization of Vocational Education Delivery System

Institutions and Services*

Institutions: Vocational education in Puerto Rico is provided in:

- Fourteen (14) comprehensive high schools having facilities for five or more different programs in vocational education;
- Two (2) postsecondary vocational-technical schools;
- Two (2) technical institutes;
- One (1) tool and die making school;
- Twelve (12) specialized agriculture schools; and
- Four (4) special vocational centers.

(The City of San Juan also administers a municipal community college which is independent of the public school system of the Commonwealth of Puerto Rico.)

Four of Puerto Rico's 14 comprehensive high schools offer both full-time and shared-time programs in vocational education. Two of these four institutions also administer the postsecondary vocational-technical schools identified above.

Services: High schools in Puerto Rico offer instruction in vocational education only to secondary school students and, in some cases, to adults. Postsecondary vocational technical schools offer vocational education programs serving advanced secondary school students on a shared-time basis, and adults.

Technical education is offered only in the technical institutes.

Postsecondary vocational-technical schools offer only certificate and diploma programs in vocational education. The technical institutes, which were begun in 1969, initially offered only certificate programs but now award associate degrees. (This authority was granted to the technical institutes by legislative action in 1972.)

Puerto Rico's tool and die school and specialized agriculture schools and vocational centers serve out-of-school youth and adults, but award no degrees.

Operationally, Puerto Rico's technical institutes and vocational-technical schools differ from the specialized agriculture schools and vocational centers in that they offer diversified cluster curricula while the programs in the specialized agriculture schools and vocational centers are job oriented.

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*See "Introduction."

Regionalization and Coverage

In the Commonwealth administered educational system, admission to all schools is theoretically open to students from throughout the island. In practice, however, high schools serve students only from the municipality in which they are located and the surrounding region. Postsecondary institutions and all specialized schools serve students from throughout the Commonwealth.

Puerto Rico is divided into six (6) educational regions for purposes of program planning and local administration, each headed by a local superintendent. However, all policy and major administrative decisions are made in the Department of Public Instruction.

Administration

All schools in Puerto Rico are operated by a local administrator under the authority of the Department of Education.

Financing Facilities and Equipment for Vocational Education

Vocational education facilities and equipment for vocational and technical education in all schools in Puerto Rico are financed primarily with Commonwealth funds provided by line item appropriations, by institution, and authorized by the legislature. Two schools have, however, been funded with a combination of Commonwealth and Vocational Education Act funds on a 50:50 matching basis; and three schools have been financed with Economic Development Act funds and Commonwealth funds on approximately an 80:20 matching basis.

Vocational Education Act funds are used for initial construction only (i.e., are not used for facility maintenance). Local (municipal) funds have also been used to fund vocational education facilities and equipment when Commonwealth funds are not available, but this is not a common occurrence.

Financing Vocational Education Program Operating Costs

Since all institutions offering vocational education programs are administered by the Commonwealth, the general provisions for the formula allocation of Vocational Education Act funds do not apply in Puerto Rico. Therefore, Vocational Education Act funds are generally used to provide the added support necessary to operate programs which are not adequately funded under the provisions of general education appropriations. Overall, vocational education programs are supported approximately one-third with funds from the Vocational Education Act and two-thirds with Commonwealth funds.

No separate provisions have been made for the funding of secondary, post-secondary, and adult programs in vocational education.

55. TRUST TERRITORY

Territorial Governance of Vocational Education

Territorial Agency(ies) with Vocational Education Responsibilities

Responsibility for vocational education in the Trust Territory rests with the Department of Vocational Education which reports to the Micronesia Board of Education (which sits as the Board for Vocational Education). Postsecondary vocational education is the responsibility of the Board of Regents.

Coordination Between Territorial Agencies

No formal provisions exist for the coordination of vocational education between agencies.

Organizational History

Until 1978, the Department of Vocational Education had responsibility for all vocational education. In January, 1978, responsibility for postsecondary vocational education was transferred to the College of Micronesia which reports directly to the Board of Regents.

Organization of Vocational Education Delivery System

Institutions and Services*

Institutions: Vocational education is provided at secondary and postsecondary levels in the Trust Territory in:

- One (1) comprehensive high school having facilities for five or more different vocational education programs;
- One (1) Occupational Center;
- One (1) Nursing School; and
- One (1) Community College.

Regionalization and Coverage

The islands comprising the Trust Territory are grouped into six districts, each with its own district administration.

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*See "Introduction."

Administration

Comprehensive High Schools: The six secondary districts of the Trust Territory each have separate boards of education, all reporting to the Micronesia Board of Education through its Director of Education. The fiscal agent for these districts is centralized in the Micronesia Board of Education (Trust Territory Department of Finance), and powers to levy taxes, while they exist, are generally not exercised. (District governments have the power to levy and use tax monies in support of vocational education.)

Postsecondary Institutions: The Trust Territory nursing school and Community College are independently administered and act as their own fiscal agents. However, they have no taxing, bonding, or assessing authority.

Financing Facilities and Equipment for Vocational Education

Comprehensive High School and Occupational Center: Construction costs have been entirely supported by Territorial dollars. It appears that this trend will continue by choice of the Department of Education and the Commissioner.

Equipment acquisition and replacement is supported with Federal Vocational Education Act funds (approximately 12 percent) and State (Territorial) funds.

Postsecondary Institutions: As with secondary schools, all construction costs at the postsecondary level are borne by State general education funds.

Equipment purchase also follows the funding pattern of secondary education, although at the postsecondary level even less support is taken from Federal resources; the proportion is about six (6) to seven (7) percent Federal and 93 to 94 percent State (Territorial) funds.

Financing Vocational Education Program Operating Costs

Comprehensive High School and Occupational Center: As with construction and equipment acquisition and replacement costs, most prograqm support is derived from Trust Territory monies, in a ratio of about seven Territory dollars to one Federal dollar. (The Territory is not required to match dollars, only to show maintenance of effort.) At both secondary and postsecondary levels, teachers' salaries and maintenance of program equipment, spaces, and other associated and incidental program operational costs constitute the burden of support.

Of the total amount of appropriation, 50 percent is divided equally among the six districts and 50 percent is allocated on a full-time equivalent student basis.

Postsecondary Institutions: Funds to support vocational education costs in postsecondary institutions are expended on the approximate ratio of 20 Territory dollars per one Federal dollar.

Tuition has not been charged at postsecondary institutions. In the future, however, tuition will be charged at the College of Micronesia schools.

56. VIRGIN ISLANDS

Territorial Governance of Vocational Education

Territorial Agency(ies) with Vocational Education Responsibilities

The vocational education programs offered in secondary schools in the Virgin Islands Territories are under the aegis of the Division of Vocational and Technical Education in the Department of Education. The Department of Education, which is administered by a Commissioner of Education appointed by the governor, reports to an elected Board of Education and the appointed Virgin Islands Board for Vocational Education.

The entire elementary and secondary system of the Virgin Islands is administered as one "local education agency" by the Department of Education.

Some two-year associate degree programs in vocational education are also administered by the College of the Virgin Islands which is governed by a separate Board of Trustees.

Coordination Between Territorial Agencies

No formal program of coordination, for purposes of vocational education program planning and development, exists between the Department of Education and the Board of Trustees of the College of the Virgin Islands.

Organizational History

No organizational changes affecting State agency responsibilities for vocational education have occurred since the passage of the Vocational Education Act of 1963.

Organization of Vocational Education Delivery System

Institutions and Services*

Institutions: Vocational education in the Virgin Islands is provided in:

- Three (3) comprehensive high schools having facilities for five or more different programs in vocational education; and
- Two (2) skill centers.

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*See "Introduction."

The College of the Virgin Islands also offers some two-year associate degree programs in vocational education.

(Plans are underway to create a residential vocational school, but no such facility now exists.)

Services: Comprehensive high schools in the Virgin Islands serve only secondary school students.

All post-high school (nondegree) and adult vocational education programs are provided in the skill centers which are administered by the Division of Vocational and Technical Education but whose instructional programs are funded by the Department of Labor. No secondary school students are served in the skill centers.

Regionalization and Coverage

As a centrally administered (State) educational system, no provision exists for "regionalized" vocational education services. The educational system of the Virgin Islands is, however, divided into two "regions" for purposes of "local" administration. These "regions" include the islands of St. Thomas/St. John, and St. Croix.

Administration

The educational system of the Virgin Islands is a centrally administered sysem operated directly by the Department of Education which functions as the single "local education agency" for the islands and serves as the fiscal agent for the Islands' total educational program at the secondary level. Each of the "local" units, St. Thomas/St. John and St. Croix, is a separate administrative unit having a district superintendent of schools and a district coordinator for vocational education, but neither of these units is an independent administrative authority.

Financing Facilities and Equipment for Vocational Education

Facilities for vocational education in the comprehensive high school in the Virgin Islands are funded with a combination of funds from the Vocational Education Act and State (Territory) funds. Originally these funds were provided on a 50:50 matching basis but State (Territory) funds now account for approximately 60 percent of facility costs.

Equipment for vocational education programs in comprehensive high schools is funded with Vocational Education Act funds and State (Territory) funds with between 80 and 90 percent of such funds provided from State (Territory) sources.

Capital funds for vocational education facilities and equipment are approved by the legislature as line item appropriations financed with general revenues, i.e., no bonding is required.

Financing Vocational Education Program Operating Costs

Vocational education programs in the Virgin Islands are supported with State (Territory) and Vocational Education Act funds on approximately an 11:1 basis. As a State (Territorial) education system, the normal provision for the allocation of Vocational Education Act funds by formula does not apply to the vocational education program of the Virgin Islands. Vocational Education Act funds are, therefore, allocated to individual institutions and programs on the basis of program priorities. Approximately 18 percent of the vocational education programs in comprehensive high schools receive Federal funds.